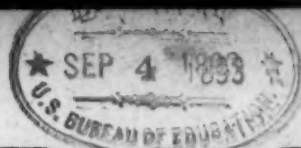


THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.



VOLUME XLVII., No. 8.
\$2.50 A YEAR; 6 CENTS A COPY.

SEPTEMBER 2, 1893.

61 East Ninth St., New York.
262 Wabash Ave., Chicago, Ill.

Three New Books

An Inductive Greek Primer.

By Dr. Harper, President, University of Chicago; and
Clarence F. Castle, Ph.D., University of Chicago.

128 advance pages of the Greek Primer are now ready and the book itself will be issued about September 15th.

Exercises in Greek Prose Composition.

By the same authors, 12mo, cloth, - - - \$.75

Issued August 1, 1893. Just adopted by the *Hughes High School, Cincinnati*. Unanimously commended by college professors, and instructors in our best schools.

The above are the latest additions to President Harper's celebrated Inductive Classical Series.

Swinton's School History of the United States. 12mo, cloth, 383 pages, - - - \$.90

A revised and enlarged manual containing new features, new maps, new illustrations. Practically a new book from cover to cover.

"One of the best and most attractive works of the kind ever produced."—*Rochester Democrat*.

Copies sent prepaid to any address on receipt of price. Correspondence in relation to examination and introduction cordially invited.

NEW YORK
CINCINNATI
CHICAGO

American Book Company

BOSTON
PORTLAND, ORE.

The American Book Company

publish the largest list of school books, the best books, and the cheapest books.

They deliver their books anywhere in the United States on receipt of the list prices—no extra charge for delivery, called a "mailing price."

You can obtain all the books you may need, of whatever kind, from this Company, thereby saving yourself time, trouble, and money.

Correspondence cordially invited. Address the office nearest you.

New York - Cincinnati - Chicago - Boston
Portland, Ore.

Eight Great Dictionaries for School and Private Learners.

Liddell and Scott's Greek Lexicon.

Revised and Enlarged. A Greek-English Lexicon. Compiled by HENRY GEORGE LIDDELL, D.D., and ROBERT SCOTT, D.D. With Co-operation of HENRY DRISLER, Jay Professor of Greek in Columbia College, New York. pp. xiv., 1776. Seventh Edition, Revised and Augmented throughout. 4to, Sheep, \$10.00.

Liddell and Scott's Intermediate Greek Lexicon.

An Intermediate Greek-English Lexicon, founded upon the Seventh Edition of Liddell and Scott's Greek-English Lexicon. pp. iv., 910. Small 4to, Cloth, \$3.50; Linen, \$3.75; Sheep, \$4.00.

Lewis's Latin Dictionary.

A Latin Dictionary for Schools. By CHARLTON T. LEWIS, Ph.D. pp. 1192. Large 8vo, Cloth, \$5.50; Sheep, \$6.00.

Liddell and Scott's Greek Lexicon. Abridged.

A Lexicon Abridged from Liddell and Scott's Greek-English Lexicon. The *Twentieth Edition*, carefully Revised throughout. With an Appendix of Proper and Geographical Names, prepared by the Rev. JAMES M. WHITON, Ph.D. pp. 832. Small 4to, Half Leather, \$1.25.

Harper's Latin Dictionary.

Founded on the translation of "Freund's Latin-German Lexicon." Edited by E. A. ANDREWS, LL.D. Revised, Enlarged, and in great part rewritten, by CHARLTON T. LEWIS, Ph.D., and CHARLES SHORT, LL.D. pp. xiv., 2020. Royal 8vo, Sheep, \$6.50; Full Russia, \$10.00.

Lewis's Elementary Latin Dictionary.

An Elementary Latin Dictionary. By CHARL-

TON T. LEWIS, Ph.D. pp. 952. Small 4to, Half Leather, \$2.00.

Thayer's Greek-English Lexicon.

Greek-English Lexicon of the New Testament; being Grimm's Wilke's Clavis Novi Testamenti, Translated, Revised, and Enlarged by JOSEPH HENRY THAYER, D.D., Bussey Professor of New Testament Criticism and Interpretation in the Divinity School of Harvard University. pp. 746. 4to, Cloth, \$5.00; Half Roan, \$6.00; Sheep, \$6.50.

Yonge's English-Greek Lexicon.

An English-Greek Lexicon. By C. D. YONGE. With Many New Articles, an Appendix of Proper Names, and Pillon's Greek Synonyms. To which is prefixed an Essay on the Order of Words in Attic-Greek Prose by CHARLES SHORT, LL.D. Edited by HENRY DRISLER, LL.D. pp. 894. Royal 8vo, Sheep, \$4.50.

The above books may be had of all booksellers, or will be sent by the publishers, on receipt of price. If ordered sent by mail, 10 per cent. should be added to the price to pay postage.

HARPER & BROTHERS, Publishers, Franklin Square, New York.

TOOLS

BEST MATERIAL
CAREFULLY MADE
CLOSELY EXAMINED

FOR ALL TRADES

TRADE SCHOOLS

SUPPLIED AT
SPECIAL DISCOUNT

HAMMACHER, SCHLEMMER & CO

209 BOWERY NEW YORK

NORTHROP'S STAMPED STEEL CEILING,

Durable, Decorative, and Best

possible to use in School Buildings. Send for catalogue. Give diagram or measures for an estimate.

H. S. NORTHROP,
30 Rose Street, NEW YORK.

4 Liberty Square, Boston,
99 Washington Street, Chicago.

A. O. Series of SCHOOL PENS



PERRY & CO., LONDON.
Est. 1824.

Largest and Oldest Pen Makers in the World.

Samples to Teachers on application.

SPENCERIAN PEN CO.,

Sole Agents, 810 Broadway, NEW YORK.

KINDERGARTEN AND SCHOOL SUPPLIES.

J. W. SCHERMERHORN & CO.
3 EAST 14TH STREET, NEW YORK.

Lehigh Blackboard Cloth Andrews Manufacturing Co., Blackboards

Send for Sample and Catalogue.

76 Fifth Avenue, New York.

"Everything for the School-room"

MAPS, GLOBES, CRAYONS, BLACKBOARDS,
SLATING, DUSTLESS ERASERS, DESKS,
SCHOOL FURNITURE, &c., &c.

Our immense catalogue to be had for the asking
ANDREWS MANUFACTURING CO.,
76 Fifth Avenue, NEW YORK.

ESTERBROOK'S STEEL PENS.

No. 333.



Standard School Numbers.

333, 444, 128, 105 and 048.

For sale by all Stationers.

ESTERBROOK STEEL PEN CO., 26 John St., N. Y.



EVERYTHING FOR THE SCHOOLROOM

UNITED STATES SCHOOL FURNITURE CO.

74 FIFTH AVENUE
NEW YORK

SIDNEY OHIO

307-309 WABASH AVE.
CHICAGO

SEE OUR SPECIAL CASH OFFER.



No. 225, Four feet long, \$20.
No. 226, Four feet six ins. long, \$23.
No. 227, Five feet long, \$26.
Same without Curtain Top, \$12 50,
\$13.25, \$14.

American Desk & Seating Co.,

70 WABASH AVE., CHICAGO, ILL.

ALFRED L. ROBBINS CO.,

(Successors to SCIENCE DEPT., NAT'L SCHOOL FUR'G CO.
Established 1871.)

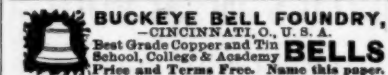


179 & 181 Lake St., Chicago,
Makers of
PHYSICAL, CHEMICAL, and
OPTICAL APPARATUS,
Valveless Air Pumps,
Improved Static Elec-
trical Machines,
School Dynamos, Sol-
ar Projection Mi-
croscopes,
Electrical Test Instruments, etc.

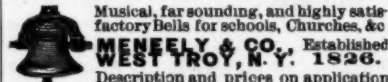
Catalogue and Special Net Prices on application.
Mention this paper.

MAGIC LANTERNS

AND VIEWS in the Home or Public Use. For Sale in the world. Send for Catalogue
KAROL SOLOMONSON CO., 1008 Walnut St., Phila., Pa.



BUCKEYE BELL FOUNDRY,
—CINCINNATI, O., U. S. A.—
Best Grade Copper and Tin
School, College & Academy BELLS
Price and Terms Free. Name this paper.



Musical, far sounding, and highly satis-
factory Bells for schools, Churches, &c

WENFELY & CO., Established
1826.
Description and prices on application



GLOBES
MAPS
BLACKBOARDS
SCHOOL DESKS

All kinds of
School Supplies.

Potter & Putnam

44 E. 14th St.,
New York.

ALL STUDY

and no play makes, etc., you know the
rest. The

Imperial Bicycle



will give you the desired recreation and
make life seem brighter.

Catalogue telling all about high grade "Imperials" free

AMES & FROST COMPANY, CHICAGO



\$5 to \$15 per day, at
home, selling
LIGHTNING PLATING
and plating jewelry, watches
tableware, &c. Plating the
finest of jewelry good as
new, on all kinds of metal
with gold, silver or nickel.
No experience. No capital.
Every house has goods need-
ing plating. Wholesale to
agents \$5. Write for direc-
tore. **H. E. DELNO &
Co., Columbus, O.**

BARNES' INK

READERS will confer a favor by men-
tioning THE SCHOOL JOURNAL
when communicating with advertisers.

YOU NEED SCHOOL SINGING BOOKS.

NOTE THE FOLLOWING:

HANSON'S SERIES.

FOUNTAIN SONG BOOK SERIES.

MERRY SONGS. 118 pp. Words and music None better for schoolroom. Price, 30 cents. \$3.00 per dozen

MERRY MELODIES. 80,000 copies sold. Contains some of the sweetest melodies ever written. Price, 15 cts. \$1.50 per doz.

SILVER NOTES. A new book to follow Merry Melodies. Can't be excelled. Price, 15 cents. \$1.50 per dozen.

PRIMARY AND CALISTHENIC SONGS. Contains Motion Songs and others suitable for Primary Grades. Price 50 cents

No. 1. contains 80 pp., words and music, all original.

No. 2. contains 80 pp., most of which are original, but some are old favorites.

No. 3. contains 72 pp. of standard, patriotic and miscellaneous songs. Best collection ever made. Price, any of the series, 15 cents or \$1.50 per dozen.

Money spent in school singing books, is well invested. Send for our 1893 catalogue. Also for our comical pamphlet—"Some letters we have received."

A. FLANAGAN, 262 Wabash Avenue, CHICAGO, ILL.

COLOR TEACHING IN PUBLIC SCHOOLS

The Prang Educational Company have now ready for teachers a hand book of

SUGGESTIONS FOR COLOR TEACHING.

This book presents in a simple and systematic manner the educational and æsthetic principles involved in the right teaching of Color. Its clear and practical directions for the teacher's guidance in class exercises of different grades make it a most valuable school-room help. It is illustrated with numerous plates, showing photographic reproductions of class work and include miniature fac-similes, in their actual colors, of Color Charts for school use.

PRICE, ONE DOLLAR.

For copies of this book or information regarding Color Charts, Color Tablets and Colored Papers, address the publishers,

THE PRANG EDUCATIONAL COMPANY,
646 Washington St., BOSTON. 47 East 10th St., NEW YORK. 151 Wabash Ave., CHICAGO.

TEACHERS' AGENCIES.

TEACHERS' Co-OPERATIVE ASSOCIATION,

70-72 DEARBORN ST.,
CHICAGO.

Established in 1884. Positions filled, 2300. Seeks Teachers who are ambitious for advancement rather than those without positions.

KERR & HUYSSOON Get places for Teachers. Charge no Advance Registration Fee, but Depend on Results.

3161 Positions filled. Salaries aggregate \$2,053,600.

Send stamp for circulars. UNION SCHOOL BUREAU, (Union Teacher's Agency and American School Bureau, Consolidated). 2 West 14th Street, New York.

THE FISK TEACHERS' AGENCIES.

EVERETT O. FISK & CO., Proprietors.

SEND TO ANY OF THESE AGENCIES FOR 100-PAGE AGENCY MANUAL. FREE.

Tremont Pl., Boston, Mass.; 70 Fifth Ave., New York; 106 Wabash Ave., Chicago, Ill.; 371 Main St., Hartford, Ct.; 1204 So. Spring St., Los Angeles, Cal.; 1234 1/2 First St., Portland, Ore.

THE NEW AMERICAN TEACHERS' AGENCY.

Teachers seeking positions and those wishing a change at an increased salary.

Address **C. B. RUGGLES & CO.**, (Palace Hotel Bld'g) Room C, 237 Vine St., CINCINNATI, OHIO.

THE BRIDGE TEACHERS' AGENCY, BOSTON and CHICAGO.

One Fee Registers in Both Offices. Send For Agency Manual.

Business Offices: 110 Tremont St., BOSTON. 211 Wabash Ave., CHICAGO

ALBANY TEACHERS' AGENCY

Assists teachers with good records in obtaining positions. We have secured over one hundred positions during the past year in the state of New York alone, and sixty five positions in different states for graduates of the New York Normal Schools. Good openings for first class teachers to begin at once. NOW IS THE TIME TO REGISTER. Send stamp for Application Form.

Harlan P. French, Manager 24 State St., Albany, N. Y

The Albert Teachers' Agency

Always receives many calls for teachers during the months of August and September by telegraph as well as by correspondence. These vacancies must be filled quickly. Teachers with good preparation or good records are now in demand. Address

C. J. ALBERT, Manager, 211 Wabash Ave., Chicago.



Material (Steiger's); the Largest Assortment in America; the true Froebel System only.

E. Steiger & Co., 25 Park Place, New York.

MUSIC IN THE SCHOOLS.

Realizing the constantly growing interest in the subject of

MUSICAL EDUCATION

in the country, more especially in the work of the many public and private schools, we desire to call the attention of Teachers to

THE SCHOOL MUSIC REVIEW.

A monthly journal devoted to the interests of Music in Schools, designed to be of practical utility. December number contains:

GENERAL NOTES. TRAINING FOR "TELLING BY EAR," by W. G. McNAUGHT. A PLEA FOR THE USE OF THE STAFF NOTATION IN SCHOOLS, by S. M. CROSSIE. PUPIL TEACHERS' EXAMINATION IN PRACTICAL MUSIC. INSTRUCTIONS TO H. M. INSPECTORS. LONDON SUNDAY SCHOOL SOCIETY'S CONCERT. MUSIC (in both NOTATION). "CHRISTMAS TIME," Two-part Song, By B. MANSELL RAMSEY. "THE WASSAIL SONG," Christmas Carol, arranged for two Trebles. "THE CHRISTMAS TREE," Unison Song, by S. C. COOKE.

Exercises on Chromatics and Modulations.

The music will also be sold separately, price 5c.

A Specimen Copy will be sent free to Teachers on application.

Price, 5 cents. Annual Subscription, including Postage, 50 cents.

NOVELLO, EWER & CO.,

21 East 17th Street,

(3 doors from Broadway), NEW YORK.

STUDY FRENCH AT YOUR HOME.

If you are a beginner, get the new method "French, with or without a Master." 1 vol., \$1.00. If you know some French subscribe to "Le Francisme" (\$2.00 per year). A French monthly magazine, containing annotated comedies, novels, sketches, &c., also exercises which are corrected free of charge. Difficulties explained. Each subscriber becomes a student, by correspondence, of the Berlitz School of Languages. (One sample copy free.)

BERLITZ & Co., MADISON SQUARE, N. Y.

The live reader of this paper usually writes several times a month to one or more of its advertisers and mentions it every time.

AMERICAN AND FOREIGN TEACHERS' AGENCY

Introduces to colleges, schools, and families, superior Professors, Principals, Assistants, Tutors, and Governesses, for every department of instruction; recommends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON,

American and Foreign Teachers' Agency,
23 Union Square, NEW YORK.

TEACHERS' AGENCY OF RELIABLE

American and Foreign Teachers, Professors, and Musicians of both sexes, for Universities, Colleges, Schools, Families and Churches. Circulars of choice schools carefully recommended to parents. Selling and renting of school property.

E. MIRIAM COYRIERE,

150 Fifth Avenue, cor. 20th St., NEW YORK CITY

Schermerhorn's Teachers' Agency

Oldest and best known in U. S.

Established 1855.

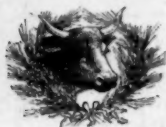
3 EAST 14TH STREET, N. Y.

For larger salaries, or change of location, address Teachers' Co-operative Association, 70 Dearborn St., Chicago. ORVILLE BREWER, Manager.

PLAYS

Dialogues, Speakers, for School, Club and Parlor. Catalogue free. T. S. DENISON, Pub. Chicago, Ill.

Kraus' Kindergarten Guide, the best book on Kindergarten. Number 8 now issued. Steiger's new Kindergarten Catalogue mailed free upon request.



What Is Vitalized Phosphites?

It is the production of a distinguished physician and chemist from the ox-brain and wheat germ. An essential food to all who work either mentally or bodily. It contains in the highest degree the power of sustaining life and energy. It restores those who have overworked, or in any way impaired their vigor, prevents debility and Nervous Exhaustion.

For thirty years used, and recommended by the world's best physicians and brain workers. Descriptive pamphlet free. Prepared by THE F. CROSBY CO., only, 56 West 25th St., New York. Be sure the label has this signature.

F. Crosby Co.

Unlike the Dutch Process No Alkalies



—OR—
Other Chemicals
are used in the
preparation of
**W. BAKER & CO.'S
Breakfast Cocoa**

which is absolutely
pure and soluble.
It has more than three times
the strength of Cocoa mixed
with Starch, Arrowroot or
Sugar, and is far more eco-
nomical, costing less than one cent a cup.
It is delicious, nourishing, and EASILY
DIGESTED.

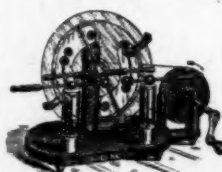
Sold by Grocers everywhere.
W. BAKER & CO., Dorchester, Mass.

QUEEN & CO.,

(INCORPORATED.)

PHILADELPHIA.

Philosophical, Electrical
AND Chemical Apparatus,



Place Your
Orders
Now.

Send for Con-
densed Cata-
logue 219.

Indigestion

Horsford's Acid Phosphate

Is the most effective and agree-
able remedy in existence for
preventing indigestion, and re-
lieving those diseases arising
from a disordered stomach.

Dr. W. W. Gardner, Springfield,
Mass., says: "I value it as an excel-
lent preventative of indigestion, and
a pleasant acidulated drink when
properly diluted with water, and
sweetened."

Descriptive pamphlet free on application to
Rumford Chemical Works, Providence, R. I.

Beware of Substitutes and Imitations.
For sale by all Druggists.

JOSEPH GILLOTT'S STEEL PENS,

The Most Perfect Pens Made,
HAVE FOR FIFTY YEARS BEEN THE STANDARD.

His Celebrated Numbers

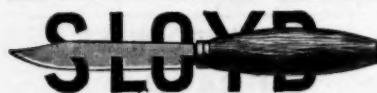
303, 404, 604 E.F., 351, 601 E.F., 170,
and his other styles may be had of all dealers throughout the world.

GOLD MEDAL, PARIS EXPOSITIONS, 1878 and 1889.

Now Exhibited at the Columbian Exposition, Chicago.

Manufactures Building, Department H, Group 89.

JOSEPH GILLOTT & SONS, 91 John Street, NEW YORK.



Sloyd

Pure and Simple, is
undoubtedly Swedish.
Modified to our needs
it is a most practical method of

EDUCATIONAL MANUAL TRAINING IN WOOD.

Full information furnished, upon application, as to expense, &c.

BENCHES, TOOLS, MODELS, DRAWING HAND-BOOKS.

SUPPLIES AND ALL NECESSARY EQUIPMENT.

We have supplied many Public and Private Schools of this Country and England.

CHANDLER & BARBER, 15 and 17 Eliot Street, BOSTON.

Everything for the Schools FURNISHED BY
Peckham, Little & Co.
56 READE STREET, N. Y.

Get Up Higher.

Study for a higher grade as a teacher.
There are plenty of poorly prepared
teachers. Make a great effort this
season. Take an examination.
**SHAW'S NATIONAL QUESTION
BOOK** will help wonderfully.
Questions are Graded. Best book in
every way published. Price, **\$1.75**
postpaid. Worth \$5.00. Send for
descriptive circular. Live agents
wanted for summer work. Exclusive
territory. Send for terms. Books
shipped from Chicago if desired.

E. L. KELLOGG & CO., NEW YORK, CHICAGO.

WANTED.

American, 27 years, married, Ph.D. of
Leipsic University. Speaks both French
and German correctly, fluently, and without
foreign accent, and seeks position in school
or college. Specialties, English, French, and
German Literature. Address Dr. Roe, 174
W. 72nd St., New York City.

SMITH'S RAPID PRACTICE Arithmetic Cards.

GREATEST For giving
LABOR any amount
SAVING of practice in
DEVICE arithmetic

From the lowest grade of primary addition, through
fractions, percentage to advance measurements. 32
sets of 60 cards each, every one different. Price, 50
cents net per set, postpaid. Complete sets of 32 in
handsome wooden box. Price on application.

E. L. KELLOGG & CO., New York & Chicago.



Over Two Thousand CALIGRAPHS

Now in Use in our Schools.
Making the young ready and exact in spelling, punct-
uating and phrasing.

USE THE CALIGRAPH
and increase your exactitude many fold.

Manufactured by
The American Writing Machine Co.,
HARTFORD, CONN.

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLVII.

For the Week Ending September 2.

No. 8

Copyright, 1893, by E. L. Kellogg & Co.

The business department of THE JOURNAL is on page 204.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.

THE ten issues of the PRIMARY SCHOOL JOURNAL, '93-4, of which this is the first, will be made indispensable to the primary teacher who wishes to do school-room work as it may be done, and as it ought to be done. Let it be understood at the outset that primary school work is the most difficult of all. Of all teachers, those in the primary school most need suggestive helps. Every effort will be made to have the PRIMARY SCHOOL JOURNAL contain clear, philosophic, and helpful suggestions toward teaching of the highest possible kind.

Our serials for the coming year will be: one in First Reading Lessons, by Miss E. E. Kenyon; one in Number, by Miss Anna B. Badlam; one in Primary Writing, by Prof. Lyman D. Smith; one in Geography for the Little Ones, by Miss E. M. Reed; one in Primary Physics, by Miss Sarah E. Griswold; one on the Days of the Week, by Miss Jennie Young. There will also be a series in Ethics, and one in Physical Training. Subsidiary subjects related to these will be treated in short, crisp, lesson plans and hints of various sorts.

The new use for the Story Pictures announced in the June issue will be historical and geographic. Even little children can receive *impressions* of large and distant things, and so begin a general study of the earth. While, however, lessons of great value will be given each month in connection with these pictures, they will remain of such a character as to still serve their old purpose as used for language development alone.

For other announcements, see page 198.

The best teachers should be in the primary school; it is the post of difficulty. When Col. Parker undertook to remodel the schools of Quincy he gave supreme attention to the primary schools; the numerous visitors to the school in those days (for Quincy became an educational Mecca) sought out the primary schools. Miss Patridge, qualified by much study of educational matters, on her visits saw there was a something there beyond what existed elsewhere, and she took voluminous notes; these appeared in the volume entitled *Quincy Methods*, and took the world by surprise.

Any reader of this volume will say, "Those were wonderful teachers." The freshness, originality, naturalness, and practicalness of the methods were such as to make the school-rooms places of delight. But every young woman has not these qualifications, and those that have them are not always encouraged to use them, and not all superintendents look for them. But in those days the term "Quincy Teacher" stood for a good deal; it meant the best kind of primary teacher.

The child that most loves his teacher is most influenced by his teacher. The mechanism of saluting the flag may instil patriotism or may not, according to the reverence and love in which the children hold their teacher. A teacher with a small head and a large heart will outlive in her pupils' development, her successor who is intellectual but not sympathetic. The word of a loved teacher is Gospel and her ways are all sanctified to the little ones who believe her, imitate her, and absorb her spirit. Thus it is that such a teacher, presenting what are in themselves but dead forms, long since scorned by the "advanced" pedagogue, or even making use of some catch-penny device which she has borrowed without understanding its psychological value or valuelessness, will actually *teach*, will impart knowledge and *build up character*, while a highly trained instructor will sometimes be a comparative failure. The personality of the teacher is of more weight than philosophy and method combined.

Yet herein lies a great danger, for the direction in life which an ignorant but loving teacher imparts to her pupils may be in some respects deplorably wrong.

For many years the whole feeling of the public may be said to have been against the young girl. The interest lay with the young man; the first schools in which persons of ability were employed as teachers were for young men. It was not long ago that grammar and high schools for girls were founded in Boston; girls were for many years, even in this country, not thought to be worthy the efforts expended on young men. Vassar college for women is really a modern institution. Now it is the child's turn.

The movement is plain. The young child is thought to be worthy of painstaking efforts to develop its nature. This is why the kindergarten is finding favor. This turning of the tide is full of meaning for mankind in the centuries to come. There will be a more natural and happier childhood in homes and schools. To seek the good of the child means education at the period when it will be most serviceable; not learning from books at an earlier period, but becoming able to be impressed by its environment.

Teachers in poor neighborhoods have no time to consider the "uncongenial atmosphere" in which fate has placed them. Their opportunities are too great and too fleeting. Such teachers, if any, should be imbued with a generous belief in a common humanity, to be found in its highest qualities no matter how lowly the place.

A dreary place would be this earth
Were there no little people in it,
The song of life would lose its mirth
Were there no little ones to begin it.

—J. G. Whittier.

How Long?

It used to be supposed by teachers that a young pupil could apply himself to the study of a lesson for as long a time as an older one; it only needed the disposition. Such scenes as these were not uncommon:

The "alphabet class" has been up to read; the teacher has pointed out the letters, and the pupil has given the name; they may have spelled the words, as b-a-k-e-r, etc., or they may be a little better off; they may have a First Reader, and may have read a lesson, spelling words they cannot pronounce! Yes, this foolish time-wasting, energy-wasting process is still going on.

This being over, the class are sent to their seats and told, "Now study your lessons just as hard as ever you can." The teacher calls up another class and is busy with that, when she sees one of the alphabet class looking off his book.

"John, how many times have you studied over those words?"

"Ten times."

"Well, study them over ten times more," says the teacher, kindly.

The lesson has gone on for a very short time, when the teacher sees this pupil not only looking off his book, but absolutely whispering!

"John, I told you to study over those words. If you don't study now you will have to stay in at recess." This is said with some sharpness. In five minutes more John is discovered neglecting "those words," and at play, and the teacher snaps his ear; she is greatly annoyed that her words have so little effect.

But it is not wickedness that causes John to neglect "those words;" the *power of attention* in all of us is limited. A discussion has been lately going on as to the proper length of the sermon; it is conceded that few congregations can be profited by one over fifteen minutes in length.

The question as to how long John can give his mind to "those words" is a physio-psychological one. The most experienced teacher would say five minutes for the younger primary children, seven for those a little older. After that some other subject should be supplied, so that John is obeying the craving of his natural powers for a change of subject of thought.

Some years ago Supt. MacAlister found a teacher taking the whole morning session on a primary arithmetic class that had got behind, nor did the teacher see any impropriety in this. She could not see why they could not give their minds for a whole hour to following operations on numbers. And she intended to keep at them in the afternoon too, until they were up to the standard!

One reason the kindergarten found friends at once was because the children went rapidly from subject to subject, and came out without weariness. Thoroughness is no word for the primary school. The first work in school is like the process of laying in water colors on the paper: a faint tint is washed on, so faint that it can hardly be distinguished from the white paper; another follows when the first is dry, then another and another at intervals. So in teaching young children the relation between the sign and the idea or concept is faint to-day, it is made stronger to-morrow, and so on.

Five minutes given by the attention to-day to the fact that the sign represents the thing is enough; let the mind now turn to another occupation for five minutes, then another; then it may come back to the first subject refreshed.

The teacher of young children must plan, then, for a varied program, with short intervals, if she would proceed in accordance with nature; no one who opposes nature will be successful.

Occupations in which the hand busies itself hold the attention for a longer period. The teacher, therefore, having given a group lesson, may occupy the children at their seats by two or more forms of silent work while teaching several groups. If this seat-work is related to the lesson, as it should be, a program may be made that will keep the children cheerfully and

profitably busy, both before and after the lesson as long as the teacher pleases.

Primary Reading as a Form of Thinking.

By J. A. REINHART, Ph. D.

The Cook County normal school is an institution so nearly national in its significance that a special interest readily attaches itself to the program of studies and lectures arranged for its summer session at Englewood, near Chicago, during the month of July. The syllabus of Colonel Parker's lectures on the Psychology of Expression, includes the topic, "Observation as a Mode of Thinking." Similarly the first lecture in the department of reading and language is announced to be on "Reading as a Mode of Thinking," and the last three have like titles; namely, "Story as a Mode of Thinking," "History Story as a Mode of Thinking," and "Poem as a Mode of Thinking."

These topics are very suggestive. These lecture-studies are evidently studies in the psychology of learning processes, and strikingly indicate the pedagogical standpoint of the discussion, and the progressive character of the educational doctrine to be expounded. If instruction in nature-study is to be based upon an educational doctrine of "Observation as a Form of Thinking," it is perfectly evident what kind of teaching we are going to have, namely, that which looks to the development of intelligence, the creation of independent and rational habits of study, and the true and adequate unfolding of the powers of speech. What is chiefly noticeable is this, that if we begin to discuss school studies as *forms of thinking* we are going to find ourselves in a new atmosphere; that if we are going to judge of our methods of teaching by the extent to which they conduct the pupil through a series of exercises in *thinking* we shall find ourselves establishing an altogether new criterion. In fact, if this movement goes on far enough, we shall signalize a new epoch in the turning of a phrase.

Let us look at this matter a little more closely—let us consider what is involved in "reading as a mode of thinking." Of course the reading of "Hamlet" by an adult is, ideally, a mode of thinking. The reading of the "Rise of the Dutch Republic" is nothing less than a high exercise of the imaginative and rational faculty, is a gymnastic of the thinking powers. But are we ready to say that the gradual acquisition of the power to read by a child of from four to five years of age, should be, from the beginning and continuously, a form of thinking—a real gymnastic for the intelligence? When the writer visited the schools of Chelsea, Mass., some months since, he was told by the superintendent with reference to first-year reading that it was not intended that any one sentence should be read by the pupils *more than once*. Now, we can readily understand that this last feature of any reading method would rule out a large portion of school exercises which could not in their very nature, be exercises of the "thinking faculty." The second, third, and following repetitions of a reading lesson are not likely to be exercises in thinking. Of course all drilling on separate and disconnected words is neither an exercise in thinking, nor is it, in any proper sense of the word, reading. Many of the features of the "Word Method" of teaching reading tend to the suppression of intelligence and thought; and Dr. Rice's condemnation of it as one of the worst possible methods of teaching reading is quite refreshing. If from the beginning, and continuously, primary reading is to be a "mode of thinking," the first sentences read, and the subsequent early reading lessons must be based upon the personal experience of the child—must be expressive of his own thoughts. For example, if "observation lessons as a mode of thinking" put the child in possession of sympathies, ideas, and desires concerning the world of life and nature

the first reading lessons might properly express and more definitely fix the extent and limits of the child's thought. As Colonel Parker expresses it, "all learning to read, and all reading should be concentrated upon subjects of study." We may contrast with this the statement in the advertising columns of an educational journal namely, "How to read should be the first object, what to read, the second. Information as such should be deferred until the children read fluently and intelligently the words within their range." Experience tends to show that any word expressive of childish experience is within the compass of the child's intelligence and that whenever the child has any particular *idea*, the corresponding word may be safely given, whether that word be "cylindrical" or any other word shorter or longer. Further, experience shows that it is not safe to assume that any stage of the process of learning to read may be made purely "formal," *i.e.*, lacking in intelligence, or void of the closest union with the child's inner thought-experience. Every reading process should be intelligent, significant, and expressive. Only in this way can the integrity and purity of mental life be preserved. "All reading should be concentrated upon subjects of study," that is to say, if the child who is learning to read is studying natural objects and processes, and is observing of set purpose any of the phenomena of the social order, for example, the conduct and behavior of his neighbors and friends, it is of these things he should read, that is to say, his reading lessons should be expressive of his thoughts of these things. Or again, if the student is studying literature, history, or geography, his reading matter should be upon these things, the reading-matter serving to *connect* and *relate* the facts acquired. In short to teach "reading as a form of thinking" is to ensure that the teaching shall be, in every respect, *educational* as well as scholastic.

What is "Practical"?

Do teachers demand detailed programs, in which every line and letter is prescribed for daily use, like the "Popular Letter Writer," which provides the form and nature of business as well as love-letters?

Do teachers prefer gathering their inspiration by imitating the successful, even though wonderful, work of another, to digging beneath the surface and bringing up the new ore which lies awaiting wealth for each one?

Which is more desirable, to be taught the externalities of the daily school practice, or to be initiated into the principle of the work, which makes it possible for each to make and control and shape every thought and incident to noble ends?

What is the best and most practical work for the teacher who feels needy and hungry for more creative ability? Is it reading pretty accounts of what may be or what has been done, or is it an assurance that she can and must study the child and his needs, and make her methods to fit those needs?

Is literalism a substitute for individualism? Why do teachers (if they do) soon exhaust the inspiration or resources of their training? How is it that so many earnest teachers lose faith in themselves and depreciate their sincerest efforts?

The very nature of the teacher's work compels growth and progress. The aim of her work is to make the child *creative*, as well as honest, clean, and healthy. In order to do this she must herself be not only honest and neat, but *creative*. A ready-made program is not good food for this growth.

The school doctrine of individual development refers to the adult as well as the babe in swaddling bands. Each teacher can and must be leader in her realm, not only of the march and song, but of the thought and spirit of her followers.

Much help and freshness come to fellow workers by the comparison and interchange of their practices, but there is no salvation in forever flitting from one happy

thought to another. That workman who honestly plods at his humble task, however homely, is building for eternity. In the teaching profession there is need, as in every other, for sincere, honest, individual effort, rather than half-hearted work, at which the workman has one eye on his own task, the other on some one else's doing for better or worse.

Every teacher is a genius in proportion to her faith in herself. Every teacher may become original and creative as soon as she has possessed herself of the kernel of her work. She, like the little child, has the power within, and can put it forth into telling and successful work. Each child is a new phase of the same old principle of childhood. Know the principle, and then adjust the child to it. *Traditional Methods* will never make creative, noble workers of each and every earnest aspirant. *Knowing the principle* and making your own methods will.

[We have made the above from the *Kindergarten Magazine* general in its application, by changing throughout the article the word *kindergarten* to *school* and the word *kindergartner* to *teacher*. Has it this general application?]

Bad Economy.

Supt. Maxwell urges in the following words his remedies for overcrowding in the lower grades:

First, limit the number of pupils that may be placed under any one teacher to sixty. Even that number is too large.

Second, exclude from the seventh primary classes all children under six years of age.

Third, gather the children between the ages of five and six into kindergarten classes, in rented buildings, if necessary.

Fourth, abolish district lines, so that if there be not room in one school, parents may seek, and may find it necessary to seek accommodations for their children in another school.

Beyond what I have already said, I shall not now set forth the reasons for these recommendations. They have been given with necessary fullness in former reports.

This matter is of vital importance to the entire community. It transcends all other matters to come before your board. * * *

The strain put upon seventh primary teachers by choking up their classes impairs the efficiency of the entire system. The only rational conclusion is that the number of pupils to a class must be limited.

"Never before have the teaching ranks been so well filled with professionally trained teachers; never before have the teachers been so willing to attend educational gatherings, institutes, associations, summer schools, read books on the science and art of teaching, subscribe for educational journals, and strive to teach in accordance with education principles." These statements are made by A. W. Edson, agent of the Massachusetts board of education. Together they indicate the division in the ranks of teachers that is beginning to widen, to the menace of the stand-still party and the encouragement of all friends of progress. The more a teacher knows of the philosophy of teaching, the more she feels she has to learn. It is those who have done the least to prepare themselves for the practice of the "art of arts" that are the most indifferent to self-improvement. There are whole communities of teachers who live in contented ignorance of what is going on in regions of educational activity.

Some of the earlier normal schools taught teaching as a trade. Their graduates learned it as a trade and left feeling that they had their trade and had nothing more to learn except from practice. The spirit of this age, however, is the spirit of unending study, and it is making itself felt and will in time bear everything before it.

PRIMARY METHODS

Combined Method of Teaching Reading.

By E. E. KENYON.

There are two sides to the question of first reading. They are the Liberal Side and the Mechanical Side. The Liberal Side has for its aim immediate mind culture, and finds its highest expression in "Reading as a mode of thinking." It is emphasized by enthusiasts in the early teaching of science and literature. The Mechanical Side has for its aim a rapid acquisition of the power of independent reading, with a wide range of culture material thrown open to the child at the end of this preliminary course. Its means are: 1. Word teaching by vivid impression; 2. Word *fixing* by drill reviews; and 3. Phonetics.

Extremists on the Liberal Side are accused of imposing too great a strain upon the word-picture memory by presenting great numbers of words without drills and without the phonetic key. It is said that there lies in this free method of teaching reading some danger that wrong impressions will go uncorrected and that the mind will acquire a habit of contentedly slurring over things half perceived.

Extremists on the Mechanical Side are accused of stultifying present growth for the sake of providing future opportunity, and of narrowing the possibilities of early culture at school by denying the child the science and other lessons that are displaced when words are made the staple material of instruction.

Both systems of teaching reading have separately accomplished brilliant results, but with the bad effects pointed out in these opposing criticisms. Where good teachers combine both, a medium speed in learning to read is maintained during the first few months, with a gain in intelligent reading during the second and subsequent terms, and a gain, besides, of the mental culture provided from the beginning by liberal reading (that reading which supplements, rather than supplants, the legitimate studies of the day) and by the subjects to which it relates itself.

Teachers who have pretty well mastered the Liberal Side of reading, who are competent to teach elementary science, and who know how to teach as though there were no such tyrants as the three R's, and yet make everything tributary to the three R's, are so far masters of the art of teaching as to need little help in this direction. They have the principles to work upon, and the material is daily at hand in their entire communication with their pupils.

At the other end of the line we have a body of teachers who know so little of the value of Liberal First Reading as to doubt its existence.

Between these two classes of teachers, the one, alas! still small, the other, alas! still large, we find a great number of teacher students who are on the way to swell the ranks of the masters. These do not scorn the most material help, and for these some very material help will be offered in the following series of reading lessons. Always with the understanding, however, that the lessons given are but illustrative of a plan by which the teacher must herself construct a new reading course for (or rather *during*) each succeeding term.

The Combined Method builds the reading lessons upon thought material—not making thought for the purpose of the reading lesson, but taking that at hand, and summarizing, rather than interrupting the rational instruction of the hour. It then rivets the word gain by short sharp drill exercises, which should take the form of games.

LESSON I.

Write upon the blackboard the words:

Baby, by,
See the fly;
We will watch him, you and I,
See him crawl,
Up the wall!
Do you think he'll fall?

Sing these lines in a soft, almost cooing tone, to the tune *Lightly Row*, pointing to the words. Ask, "Was that pretty?" and "Shall I sing it again?" and repeat.

There will be no difficulty in getting attention to this first reading lesson, and the song is worth memorizing, so that no time is wasted here in mere word worship.

Let the class try to sing it with you once or twice.

Leave it on the blackboard and return to it several times during the day.

Ask if a fly is to be seen anywhere in the room. Is it true that a fly can crawl up the wall? *Will* he fall? What does he crawl with? How many feet? (Do not tell, but leave the question open for home investigation.) What else can a fly do? What does he fly with? How many wings? Do babies like to look at flies? Is a baby, looking at a fly, a pretty thing to sing about? Why must we sing softly? (Not to scare the fly away.)

When some confidence begins to be manifested in the singing, let volunteers point, guiding the hand, at first, as much as is necessary. This had better not be done until the second day.

Copy this song (which may be the first singing lesson, too) on a brown-paper chart, with a marking pen. Display this on the third day, and ask if anybody knows what it says. Then have more singing and more pointing.

Have individual children sing, while some other child or the teacher points. Have individual children sing and point. Keep the singing soft. This air is particularly adapted to the cultivation of a soft, sweet tone.

When the song is pretty thoroughly known find out which words the children can recognize separately. They will probably be *Baby, fly, See, fall*. Write these on a portion of the blackboard, to be devoted to the collection of familiar words. Put the words there "to save them, because we may want to write them some time." Call this corner the Word Bank. Add *baby* and *see* with small letters, saying that "they can't wear their Sunday dresses every day." (This remark has a bearing on the future.)

The literature and music in this lesson may be expanded. The discussion of the fly suggests a series of science lessons. The discussion of the baby could easily lead into a series in ethics. Both baby and fly suggest much arithmetic, and all (or as much as the teacher likes) of the discussion may be summarized in reading lessons. Recalling and extending the conversation on the fly, the lesson for the second day may be:

LESSON II.

What did we say the fly can do? (Write *The fly can fly*, and have the child who gave the sentence read it.)

Can the baby fly? (Write *The baby cannot fly*, and have it read by the speaker and some one else. Do not force or even coax any one to read. *Permit* it.)

What has the fly to fly with? (Write *The fly has wings*. Have the sentence read and all reviewed by those most ambitious to avail themselves of the privilege of reading.)

Why cannot the baby fly? (*The baby has no wings*, presented and read.) Review, but no word drill. Close with singing.

LESSON III.

I wonder if we can remember what all of these sentences say. Let us try. Who remembers Charley's sentence? etc. (Recall and review all four sentences.)

The fly can fly.
The baby cannot fly.
The fly has wings.
The baby has no wings.

Is the baby like the fly? Is the baby like the fly in *anything*? (*The baby is alive. The fly is alive.* Present and have read. Call on new volunteers as fast as they appear, but do no coaxing.)

SUBSEQUENT LESSONS.

On successive days add such sentences as.

The baby can see.
The baby has eyes.
The fly can see.
The fly has eyes.
The baby can eat.
The fly can eat.
The fly can walk.
The baby can learn to walk.

Continue this series as long as the interest lasts.

After the Word Bank is opened, the children may select a word or more each day to add to their "savings," and word drills may begin. Let us count up the words we have saved so far. Who wants to tell what they are? etc.

These drills should be very light at first. Yet their aim is a thorough mastery by all the pupils of the ready recognition vocabulary thus built up. Progress should therefore be slow and sure. Add but one word a day to the list until more can be done with ease.

If any given line of reading lessons gives out without leading to or into another, disconnected lessons may be introduced as:

Hygiene for the Babies, PRIMARY SCHOOL JOURNAL, Feb. 1893, page 118.
Centralized Teaching, PRIMARY SCHOOL, November, 1891, page 69.
Some Lessons by the Sentence Method, PRIMARY SCHOOL, September, 1891, page 4.

A First Lesson in Mineralogy, PRIMARY SCHOOL JOURNAL, March 4, 1893, page 21.

It is better to have nothing to do with a primer, or with a primer vocabulary.

Whenever a new song is taught, teach it from the words written upon the blackboard. The children will memorize it more readily with the words to look at, even if they know but few of them. The general form of the verse helps the memory, besides that certain words presently come out clearly from the vagueness, adding to the reading vocabulary. The teacher should watch for and seize upon these words.

First Reading.

By ANNIE COFFIN.

A number of methods of teaching reading are offered to the first grade teacher, each thought by its disciples the only one which a really progressive teacher should choose.

In each of the modern methods now in vogue there are elements of good, but as the eclectic system in almost any branch of study, choosing the best from all and discarding the weak points, brings the best results, so it is, I believe, in teaching reading.

The combination of the most practical principles of each method will form a system which will start the little first-year scholar well on the road towards becoming that rare, but always interesting person, a good reader. After all, the main things to be gained are interest and independence. They should go hand in hand, and lacking either the child will not learn to read easily. In my own experience I have found that the best features of the word and sentence method, taught by the use of script immediately, and with the help of toys, are that the child's interest is awakened at once by what seems to him merely a pretty play; his command of language is enlarged (a point very necessary to good reading) and he becomes familiar with the appearance of script. Accordingly I use this method just so long as it serves these purposes,—no longer, thus avoiding the weak features of this method, which are, the dependence the child has upon the teacher, the continuous straining to read from the blackboard, and the loss of months of actual use of reading books.

The best features of the phonic method are the influence which it has upon the child's articulation, and the independence it gives him in making out words for himself, two accomplishments of the utmost importance.

This method is poor when the sounding becomes mere drudgery, and great care should be used to make it interesting to the children, as it can be with a little ingenuity and tact.

And to go back to the A B C days of the school-room, I would borrow the old fashion of letting the child study the lessons, having his book to himself a part of the time, learning to handle it and love it, without the constant supervision of "teacher."

When the little children come trooping in on the 4th of September we are strangers to each other, and the sooner we are on easy conversational terms the better. What pleasanter way to open an acquaintance than by a little talk about a really lovely horse, and pussy cat, appearing unexpectedly from a mysterious closet which is understood to contain untold wealth in this direction—a perfect mine of toys, in fact, yielding treasures daily to little children who "always come to school." If at the end of our conversation the children can point proudly to the words "horse," "cat," on the blackboard, and "get it right every time" it is so much added bliss.

My toys are most of them of papier-mâché, manufactured for candy boxes, lifelike in form and coloring, and costing very little. If used with care they will last a number of years.

I continue the word and sentence method in script, aided by the toys for two months, while at the same time I am making a beginning in phonics, as follows:

The greater part of the little "sounding story" which I append was given me by a bright Boston teacher, whose name I bless every time I use it. This account of the wanderings of a certain "Ned" and "May" brings in almost all of the phonics.

On the first day of school Ned and May, after being duly presented with all their charming qualities to the interested audience are depicted on the upper corner of the blackboard which is to be devoted to their adventures. Each succeeding day a picture is added, telling of some new happening and teaching at the same time a new sound.

At the end of the two months of script reading, the children have also learned all the phonics, although no connection between the two methods has been suggested, the sounding lesson and the reading lesson being given at different times in the day. The phonic story complete is as follows:

THE STORY OF NED AND MAY.

Once upon a time there was a dear little boy named Ned. He had yellow hair and blue eyes, and was as straight as an arrow, and he always had a pleasant smile for everyone, so of course everybody liked him. But the one who loved him best of all and whom he loved best was his sister May. They played together

all the time and one bright afternoon they started off for a walk together over the green fields.

The first thing they saw was a little white lamb that could not find its mamma, so it was crying pitifully, "Å å."

A little further on they saw a cross dog who was chasing a cat, growling terribly like this, "r r."

The kitty ran up a tree and when she was safely out of harm's way she looked down and said, "f f" as saucy as could be.

When the dog saw that he could not get the cat he ran after a little rat that was scampering about very happily, and as he caught the rat the poor little thing said, "I I." Down by the pond they saw an old grandfather frog, sitting on a stone, and he blinked at Ned, grunting, "g g." In the grass by the pond was a long green snake who put up his head and said, "s s."

Working in the field was a man smoking a pipe, and presently he took the pipe from his mouth and said, "p p."

There was a barn at one end of the field and when Ned and May looked up on the roof, what do you think they saw? A mother dove and two little baby doves. The mother's voice was soft and gentle as she talked to her little ones. They could hear her say, "b b," and the little babies answered, "d d." Next the children came to a cherry tree, and while May was eating a cherry she swallowed a stone, which was a very careless thing to do. It choked her so that she said, "c c k k." As they were walking along the road a little later they saw a pretty baby, running away as fast as her short legs would carry her. In a moment down went the baby and she began to say, "ø ø." The baby's big brother came running to pick her up, so out of breath that he puffed, "h h."

Just then the children heard the fire bells clanging out, "I I." They saw an electric car coming down the street saying, "n n." As they strolled along May hummed a tune which the hand-organ played. It was like this, "m m."

Ned tried to lift a heavy stone, which was so hard to move that he said, "ü ü." Then he and May had a game of hide-and-seek, and when May was hidden snugly away in a fine place, she called "cu cu." Ned took a bite of a clove which he found in his pocket, and oh, how it made his tongue smart! He cooled it like this, "th th." They passed a fussy fly who was scolding away, "v v," and a bee who sung, "z z." The wind was beginning to frisk about and he whistled through the branches of a tree, "w w."

A railroad train stopped near them and started off again, the engine puffing "ch ch." Then Ned, who was making a whistle cut his fingers. He did not cry. He only said, "ow ow."

When they reached home the little baby brother was asleep so mamma said, "sh sh." They looked up at the clock which was saying, "t t" and found it was almost bed-time, so they had supper and just before they hopped in under the blankets they blew out the light of the candle so, "wh wh."

At the end of the two months, then, the children have gained an idea of what reading is, the telling in a pleasant, fluent manner, stories about the object under discussion; they are familiar with the appearance of script, and they have learned from the sounding story most of the phonics in script and print.

The interest being thoroughly awakened, and the children at ease with their surroundings, it is time that they should gain independence and cease to need a helper for each new word. Children do not enjoy being belittled and babied. The proud consciousness of doing a thing "all by myself" gives infinite satisfaction, and it is in supplying the ability to work independently that the phonic system is most helpful.

As soon as the sounds have been learned in the story I begin a practical application. At first by means of guessing games.

"You may point to the clock" (Sounding the letters slowly and clearly,) "Touch your fēē t, mouth, nō s e, ch I n. "What did the cross dog say?" "r." "The lamb?" "a." "The clock?" "t." "What does rat say?" "I will write it on the blackboard. Tell me the sounds slowly. Quickly."

A short sounding lesson each day, varied enough to keep the children alert, will soon bring ability to make out simple words, so that by the end of the year at least two-thirds of the school take up the more difficult lessons in the last part of the reading book, for the first time with no help whatever from me.

The transition from script to print is made in the usual way by placing both forms on the board, and in this connection I would suggest that it is almost indispensable that a first-grade teacher should print rapidly and well upon the blackboard.

I use part of Appletons' chart for the first steps in sounding and reading print, the pages teaching the changes from short to long vowels being particularly valuable later in the year.

While taking up the print, the script may also be kept in mind by writing the new words upon the margin of the print chart, and by frequent supplementary lessons in script upon the blackboards.

For my own use I have a script chart and a sounding chart, which I made with comparatively little labor. The script chart (used as a relief from constant reading from the blackboard,) takes up the same words as the blackboard lessons, and with the use of pictures from advertising cards and alphabet books, a great variety of reading is given with a small vocabulary.

On the phonic chart the words are arranged in groups to show similarity of ending and changes of short to long vowels, thus simplifying the mastery of sounding infinitely. One word of the group is chosen for illustration by a bright picture, and the chart is used perhaps twice a week, that the children may not become tired of it.

On a blackboard the sounds are arranged in three groups called

"The Vowel Family."

ā ā ā ā
ē ē ē ē etc.

"The Noisy Family."

(Vocal consonants.) The words in parenthesis are for the guidance of the teacher.)

y (as in yes)	th (as in then)
w " " we	v " " vain
r " " ray	b " " babe
l " " let	d " " did
z " " zeal	g " " gap
j " " jail	m " " may
n " " no	ng " " ring

"The Quiet Family."

(Non-Vocal Consonants.)

h (as in hand)	ch (as in chin)
wh " " why	th " " thin
s " " say	f " " fine
sh " " shut	p " " peep
t " " ten	k " " key

For an aid to clear articulation, I sometimes give the consonants according to their place in the mouth as follows: "Children, make your lips do some work for you, don't let them be lazy. Say, p, b, m, wh, w. Now your lips and teeth,—th (as in thin,) th (as in this.)

Now the tips of your tongue light and quick,—t, d, n, l, r, ch, j, s, z, sh, zh. Just your tongue,—y. "Back here (indicating with fore-finger) on your tongues,—k, g, ng. Whisper for me h.

When the children take up the books, which most of them do by the first of December, the order of procedure in the reading lesson is sometimes as follows:

The children form a group of nine or ten before the blackboard where the new words are placed and sounded.

Then we run through the lesson once, the children studying each sentence and telling it to me, after which the lesson is studied for at least five minutes at the seats, being read later, as a finished performance. In this way the pleasure of smooth, fluent reading is appreciated, and the children soon grow impatient of stumbling, which mars the perfection of the final reading. If children habitually hesitate, repeat, and stumble it is because they are attempting work beyond their ability to perform, and they should be placed at once in a division where the requirements are less.

In a class of fifty I have six or seven divisions, for the first three months, and four for the rest of the year, a first division composed of the more mature children or those who have been in school since April; two divisions of September children, the bright and the mediocre, and a division of those poor little stragglers who, I suppose, are to be found in every class, and who if given bright but simple lessons each day will often develop astonishingly by February, and march proudly up with the glorious army of the "Promoted" in September. To these the toys should be displayed in their most alluring attitudes, and though a small vocabulary is used, it should be made up of the most interesting words. It is often only the start that is needed and that could never be gained if these children were allowed to struggle along trying to compete with minds more mature and meeting only discouragement and disappointment.

The constant suiting of the work to the capacity of the child has much to do with success in reading, and should never be lost sight of from September to June. No settled rules can be laid down for it; it must vary constantly from day to day, and from year to year, as no two classes are alike in their needs.

SPEED, EXPRESSION, VOICE CULTURE.

Rapidity in reading is a point which it is well to emphasize from the first.

A child is often slow in studying his sentence preparatory to telling it simply, because the desirability of speed has not been suggested to him. Being thoroughly conversant with the vocabulary already learned, he should be able to tell his sentence after a period of study not so tedious that the interest of the other children is lost, gradually gaining speed until by April he tells his sentence after the briefest study.

If the child is interested in the study, and the work is not too difficult, his expression will be natural and of sufficient vivacity, without artificial overdoing of inflection and emphasis.

In some cases, of course, the home environments produce a tendency to brogue and poor inflection, particularly noticeable in the rising circumflex of the Irish dialect.

A public school teacher can do something to correct this, but it is not expected that she should take the time to give individual

teaching in elocution. A clear sweet voice should be insisted on, and this is gained most easily by imitation. The teacher is the children's model, and if her voice is sweet in quality and well placed in the front of the mouth and free from nasal tones, it seldom will be necessary to speak of this to the children, particularly if they are not allowed to do much concert recitation.

It is well to call on a child who has excellent expression immediately before one who is not so talented, that the poorer may borrow from the better unconsciously.

The phonics have prepared the way for good articulation, and if the child says "gut" for "got," "childrun" for "children," let him sound at once and find out by investigation his error.

"Slouchiness" in recitation of poetry or in songs may be corrected in the same way, and should not pass unnoticed as of no moment. Above all, keep the interest alive in the reading. Surely nothing is of greater importance, than this key which opens all doors of learning, which so influences the conversation, which can give so much pleasure to one's self and to others. If the teacher is not interested in her reading lesson no amount of "method" will make good readers of her scholars. Their intuition is too keen to be deceived by any amount of assumed enthusiasm.

Much that will serve to develop a taste for good literature can be brought into the first year's work. The "First Weeks at School," the books of Miss Cyr, and the Stickney Readers, give an excellent foundation for weaving in recitations, songs, nature stories, all tending towards arousing an interest in the "Alladin's cave of literature," open to rich and poor alike, the "Open Sesame," of which is merely desire.

A Spelling Lesson.

How many children have ever had their pictures taken? "I have!" "I have!"

You sat very still and a man looked at you through a round, high instrument that stood on three legs. Isn't that so? "Yes, ma'am!"

And was your picture taken? "Yes, ma'am!"

Yes, there was something in the instrument that took your picture when he raised the cloth, and when he dropped it the picture stayed there. Now there is something in your eyes that takes pictures, just as the instrument does. Look into one another's eyes and see if you don't see your picture? That will do. I have written a word on the board while you have been taking one another's picture, you may tell me what it is. Now I want you to take a picture of the word. Look at it hard, and take a picture that will stay if the word goes away—one that you can see with your eyes shut.

Now I will erase the word and you may write it on your slates.

Here is another word. What is it? Take its picture.

Are you sure you can see it with your eyes shut?

Away it goes. Write it.

If the man should take your picture so that you appeared to have two mouths, or so that both ears appeared to be one side of your head, you would not like it, would you? "No, ma'am!"

No. Everything must be in its right place. It is so with the pictures of these words. Before I give you the next word, tell me what a puppy is.

Yes. Here is the word; but wait! When we want to speak of more than one little dog, what do we say?

Yes, puppies. And in writing the word, we could just write the word puppy, and then put *es* after it, as we do with some words. But in this case it would look strange, so we change the *y* to *i*, so; and then add the *es*. Now you may take a picture of the word and be sure to get the *i* in the right place.

Note.—The children, having thus taken a "negative" of each word in the spelling lesson and produced a "positive" on their slates, were ordered to erase and put away slates. Spelling blanks were passed and the same words were dictated. The result was a much higher percentage than had been attained by home study, and the Friday review showed that the "sensitive plate" still retained the impressions it had taken.

In presenting new words to the class, care should be taken that their meaning is understood, and attention should be called to peculiarities in the arrangement or the introduction of silent letters. Let the pupils tell how many letters in a word, then sound it and note the fact that some letters are not sounded, or that two letters are combined to make a certain sound.

Since the above plan has been in operation among us, we have fifty per cent. less trouble with our spelling. A. A. P.

One of the most interesting and mystifying sentences the English language has yet produced follows: How much pleasanter it is to sit in a cab and think how much pleasanter it is to sit in a cab than it is to be walking, than it is to be walking, and think how much pleasanter it is to sit in a cab than it is to be walking. The sentence is perfectly logical, and when repeated rapidly causes much fun.—*Bridgewater Independent*.

Reproduction Stories.

Robbie has a rubber dog that can whistle and a live dog that can not.

Baby cried because her rattle fell on the floor. When she is big she will not cry.

Who is as greedy as the pig? "I am!" said the duck. She thought it was nice to be greedy.

You're a goose! You're a goose!" cried Poll Parrot. Nobody but a parrot should ever call names.

One of the strawberries rolled out of little Belle's spoon. It wasn't much to lose, but it made a stain on the carpet.

A little bug was trying to find its way home, but a big giant of a boy kept moving the rubbish with a stick, just to see the bug get lost.

Julia said she would like to have a bird for a pet. Agnes said she would rather have a kitten, because that wouldn't have to be kept in a cage.

"To-morrow will do," said Paul, when his mother asked him to fill the wood-box. The next day it rained and the wood was too wet to burn.

Big cousin Joe tried to teach the baby to say, "Shut up!" This made mama very angry. She said baby must learn to say only pretty things.

"I will never leave you," said the stamp to the letter. And it didn't until the letter dropped into the water. Then the stamp floated off and never said a word.

Poor Amy cried, because she was too sick to go to school. In the afternoon a little friend came to see her and said the teacher had asked about her. Then Amy felt better.

Two boys saw a mother bird flying to her nest with a worm in her mouth. One boy was glad the little birds were going to have something to eat. The other boy was sorry for the poor worm.

Once upon a time a king was very ill. The doctor said nothing could save his life but wearing the shirt of the happiest man in the kingdom. But the happiest man in the kingdom had no shirt.

Every time Minnie took her mother's china pitcher for milk the grocer boy would say that she had broken the other pitcher and this was a new one. This made Minnie very angry. She was a foolish little girl.

Florence lives in a large stone house and her father keeps a carriage. Lily lives in a small cottage and her father does not keep a carriage. Lily is just as happy as Florence, for her mother lets her have a garden bed.

Andrew was so proud because he could write his own name that he wrote it with chalk on the sidewalk. Mama had company that day, and they all said that a name looks better on a silver door-plate than chalked on the sidewalk.

Daniel's rabbits love clover and his dog loves meat. One day he thought he would teach them new ways. He gave the clover to the dog and the meat to the rabbits. But neither the dog nor the rabbits would eat what he gave them, even when they had become hungry. Animals don't like to learn new ways.

Rosie dropped her baby just as a Broadway car came along. It was a precious rag-baby, and there it lay on the track with the cruel wheels of the cable car about to crush it to death. Rosie screamed. The car stopped; the driver stepped down and rescued the baby. Rosie hugged it to her very tightly as the car passed on. Then she crossed the street and went on her way a happy mother.

Etta Fielding thought if the sparrows were so cunning and their eggs so pretty that the baby sparrows must be very cunning and beautiful indeed. One day a baby sparrow fell out of its nest and she saw that it had no feathers. "It's all skin and bone!" she said, very much disappointed. "It's a homely, ugly thing, and I don't love it a bit. Hear what a horrid noise it makes!" But mama said, "Is it the little sparrow's fault that it is ugly? And suppose you were lost and some one said you made a horrid noise when you called for your mother!" Then Etta felt sorry for the ugly little sparrow.

A Quarrel.

There's a knowing little proverb,
From the sunny land of Spain;
But in Northland as in Southland
Is its meaning clear and plain.
Lock it up within your heart;
Neither lose nor lend it—
Two it takes to make a quarrel;
One can always end it.

For Opening Day.

By E. E. K.

The following exercise is designed as a pleasant introduction of the "little tots" to school discipline:

This row (motioning down the row with right hand) stand. (The hand should accompany the quickly given command with a correspondingly quick wave up and out, describing the direction the little bodies must take in wriggling out of their seats and upon their feet.)

Only one little girl knows what I mean. Isn't that funny? Let us see if she knows what I mean when I say—sit!

Down she goes. How nice it is to be wide-awake! I see a row with *two* girls in it that are wide-awake. This row (indicating the whole length of the complimented row) stand! Two girls wide enough awake to be quick and one who is awake, but not very *wide-awake* I know which row I'll try next. This row—stand! (Similarly address each row in turn.)

All the wide-awake girls may raise the right hand. *This* hand, dear. Left hand down, right hand up. Let me see: Who will tell me how many wide-awake girls there are in this first row? In the second row? etc. (Let children count hands.) Which row has the *most* wide-awake girls in it?

Now I am going to see if those little girls *are* all wide-awake. This row—stand! Up they get, all except one. Now we will try this row, etc.

Once there were five little girls. One of them was bashful and she stood like this (illustrate). The second was afraid and she stood like this. The third was cross and she stood like this. The fourth was always tired and she stood like this (illustrate leaning on the desk). The fifth was a lovely little girl. Her name was Daisy. When her mamma wanted an errand done she never asked the cross girl because she didn't like to see her shrug her shoulders and scowl. She didn't ask the bashful girl because *that* little girl would run away and hide. She didn't ask the girl that was always afraid, for fear *that* little girl would see a goat and never dare to pass him. She didn't ask the tired girl because she did not want to hear her groan. She didn't ask anyone, but she said, "I want some one to run out for me and I know who it will be." And who do you think always answered?

Yes, it was Daisy. "She said, *I'll* go, mamma!" and she stood like *this*.

Which little girl do you like the best? Which one do *you* like the best?—and you?—and you? Why, isn't that odd? You all seem to like the same little girl.

I wonder if I have any Daisies here. How shall I find out? No, I can't tell by your raising your hands; I shall have to see how you *stand*.

I will be the mother in the story and you shall be my little girls. If you are all Daisies you needn't say a word, for you can tell me by the way you stand, "*I'll* do it, mamma!" Now. Who will run out to the store for me?

Yes, I have a great many Daisies, I see. How *willing* they all look. I believe they like to do hard work. I am going to count them, all to myself. I shall count all who stand like *this*, etc., etc., etc.

Roman Numerals by Busy Work.

By GRACE E. YORK.

However perfect a method may be, it is frequently necessary to supplement it with some device to help the laggards. As far as possible, these devices should be used for, or in connection with the busy work.

Children will willingly do an immense amount of drudgery, if it is skillfully seasoned with the salt of "make believe," and in teaching the Roman numerals I have sometimes taken advantage of this fact. Let the little beginner draw a flight of stairs. Then tell him, we will play that the numerals are little boys and girls climbing the stairs. The first little boy is very smart and spry. Then show him where the others stand. Let him tell the name of the second little boy; the third; the fourth, and so on. "Be sure you put each little boy in the right place." There is usually no further difficulty after copying them in this way.

Again, tell them to play that the numerals are little boys who live in a very tall house like this. The first one is away up at the top of the house, or in the attic. The next one is in the room below, and so on to X, the boy who lives "down stairs." Let the children draw the house and put each little boy in his own story.

Again, let them cut cards, blank on one side, into small squares, put a number on each and then arrange them in vertical order. Mix up and arrange horizontally, etc.

Home-Made Charts.

By ANNA B. BADLAM, Principal of Training School,
Lewiston, Maine.

Material: A quantity of brown manilla paper sheets, two narrow strips of wood as long as the width of the paper sheets, six or eight stout tacks, two screw rings, a rubber marking pen, (to be found at any wholesale stationer's) a bottle of black, and one of red ink.

Design: To preserve in permanent form the various devices used in developing and reviewing the different steps in number.

Multiplication and Division.

Device I. Page 1. For counting by 2's (gummed paper parquetry circles).

Example: OO 24
OO 22
OO 20
OO 18
OO 16
OO 14
OO 12
OO 10
OO 8
OO 6
OO 4
OO 2

Method: Count by 2's to any desired multiple, covering with a strip of cardboard, the multiples beyond the desired one; count the number of 2's needed to make the multiple; the number of 2's in the multiple.

Example: Two, four, six; three 2's made six; there are one, two, three 2's in six.

Page 2, Groups of 3's Page 3—Groups of 4's, &c.

Device, II. Page 1—Dealing with two similar groups.

Example: OO 4; OO 6; OO 8;
OO 2; OO 3; OO 4;

OO 10; OO 12; OO 14; OO 16; OO 18; OO 20;
OO 5; OO 6; OO 7; OO 8; OO 9; OO 10;
OO 11; OO 12; OO 13; OO 14; OO 15; OO 16; OO 17; OO 18; OO 19; OO 20;

Method: Teach once any group, twice any group; $\frac{1}{2}$ of any multiple; teach the 2's, 3's, etc., in the several multiples.

Successive pages to represent three similar groups, four similar groups, &c.

Drill I. Page 1.

Example: $\times 2$, $\frac{1}{2}$ of 4, 2 | 4;

$\times 2$, $\frac{1}{2}$ of 4, 4 | 8; $\times 2$, $\frac{1}{2}$ of 16, 8 | 16;

$\times 2$, $\frac{1}{2}$ of 6, 3 | 6; $\times 2$, $\frac{1}{2}$ of 12, 6 | 12;

$\times 2$, $\frac{1}{2}$ of 14, 7 | 14; $\times 2$, $\frac{1}{2}$ of 18, 9 | 18;

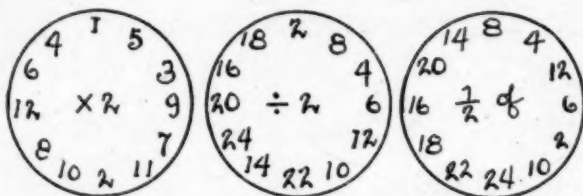
$\times 2$, $\frac{1}{2}$ of 10, 5 | 10; $\times 2$, $\frac{1}{2}$ of 20, 10 | 20.

Drill II. Page 1.—Example:

$\times 2$, 2, 4, 8, 3, 6
7, 9, 5, 10,

N. B. Use red ink for multiplier.

$\frac{1}{2}$ of 10, 20, 14, 18,
 $\frac{1}{2}$ of 6, 12, 4, 8, 16,
7 | 14, 9 | 18, 2 | 4, 4 | 8, 8 | 16,
3 | 6, 6 | 12, 5 | 10, 10 | 20.



N. B. Use red ink for the term $\frac{1}{2}$ and for the several divisors.

Successive pages arranged in similar ways to give drill upon three times any number, one-third of any number, and four times any number, one-fourth of any multiple, etc.; to find 2's 4's, 8's, 3's, 6's, 7's, 9's, 5's, 10's, in any multiple.

Device III. Page 1—Comparison of groups that make any multiple.

Example: $\frac{4}{0000} = 1$, $\frac{00 \bullet \bullet}{00} = \times 2$, $\frac{0 \bullet \bullet \bullet}{0 \bullet \bullet} = \times 4$

$\frac{6}{000000} = \times 1$, $\frac{000 \bullet \bullet \bullet}{000} = \times 2$, $\frac{00 \bullet \bullet \bullet \bullet}{00 \bullet \bullet} = \times 3$

$\frac{0 \bullet \bullet \bullet \bullet \bullet \bullet}{0 \bullet \bullet \bullet \bullet} = \times 6$

$\frac{0000}{0000} = \times 1$, $\frac{00 \bullet \bullet}{00} = \times 2$, $\frac{00 \bullet \bullet}{\bullet \bullet \bullet \bullet} = \times 4$

$\frac{0 \bullet \bullet \bullet \bullet}{0 \bullet \bullet \bullet \bullet} = \times 8$

$\frac{0000}{00} = \times 1$, $\frac{00 \bullet \bullet \bullet}{00 \bullet \bullet} = \times 5$, $\frac{00 \bullet \bullet \bullet \bullet}{00 \bullet \bullet} = \times 2$

$\frac{0000}{0000} = \times 1$, $\frac{00 \bullet \bullet \bullet}{00 \bullet \bullet} = \times 2$, $\frac{00 \bullet \bullet \bullet \bullet}{00 \bullet \bullet} = \times 5$

$\frac{0 \bullet \bullet \bullet \bullet}{0 \bullet \bullet \bullet \bullet} = \times 10$

$\frac{0 \bullet \bullet \bullet \bullet}{0 \bullet \bullet \bullet \bullet} = \times 10$ etc., to any desired multiple.

N. B. Make each multiplier in red ink.

Drill I.—Page 1.

N. B. Multiples in red ink.

$4 = \times 2$, $\times 1$, $\times 4$

$8 = \times 2$, $\times 4$, $\times 1$, $\times 8$

$16 = \times 2$, $\times 8$, $\times 4$

$6 = \times 2$, $\times 3$, $\times 1$, $\times 6$

$12 = \times 2$, $\times 6$, $\times 3$, $\times 4$, $\times 1$, $\times 12$

$14 = \times 2$, $\times 7$

$18 = \times 2$, $\times 9$, $\times 3$, $\times 6$

$10 = \times 2$, $\times 5$, $\times 1$, $\times 10$

$20 = \times 2$, $\times 10$, $\times 4$, $\times 5$ etc.

Page 2. N. B. Divisors in red ink; fractions also.

2 | 4, 4 | 4, 1 | 4, $\frac{1}{2}$ of 4, $\frac{1}{4}$ of 4, =

4 | 8, 2 | 8, 8 | 8, 1 | 8, $\frac{1}{2}$ of 8, $\frac{1}{4}$ of 8, $\frac{1}{8}$ of 8 =

8 | 16, 2 | 16, 4 | 16, $\frac{1}{2}$ of 16, $\frac{1}{4}$ of 16, $\frac{1}{8}$ of 16 =

3 | 6, 2 | 6, 6 | 6, 1 | 6, $\frac{1}{2}$ of 6, $\frac{1}{4}$ of 6, $\frac{1}{8}$ of 6 =

6 | 12, 2 | 12, 4 | 12, 3 | 12, 12 | 12, 1 | 12, $\frac{1}{2}$ of 12, $\frac{1}{4}$ of 12,

$\frac{1}{3}$ of 12, $\frac{1}{6}$ of 12, $\frac{1}{12}$ of 12 =

7 | 14, 2 | 14, $\frac{1}{2}$ of 14, $\frac{1}{4}$ of 14 =

9 | 18, 2 | 18, 6 | 18, 3 | 18, $\frac{1}{2}$ of 18, $\frac{1}{4}$ of 18, $\frac{1}{8}$ of 18, $\frac{1}{16}$ of 18,

5 | 10, 2 | 10, 10 | 10, 1 | 10, $\frac{1}{2}$ of 10, $\frac{1}{4}$ of 10, $\frac{1}{8}$ of 10,

10 | 20, 2 | 20, 5 | 20, 4 | 20, $\frac{1}{2}$ of 20, $\frac{1}{10}$ of 20, $\frac{1}{4}$ of 20, $\frac{1}{5}$

of 20, etc.

Page 3.

N. B. Multipliers, divisors and fractions in red ink.

$\times 2$ 2, 4, 8, 3, 6, 12, 7, 9, 5, 10, 1, 11, etc.

2 | 2, 4, 8, 16, 10, 20, 6, 12, 24, 14, 18, 22

3 | 3, 6, 12, 24, 9, 18, 36, 15, 30, 21, 27, 36, 33.

4 | 4, 18, 16, 12, 24, 48, 20, 40, 32, 44, 36, 28

5 | 5, 55, etc.

$\frac{1}{2}$ of 2, 22, 4, 24, 20, 10, 16, 8, 12, 6, 18, 14.

$\frac{1}{3}$ of 6, 3, 24, 12, 18, 9, 36, 30, 15, 27, 21, 36, 33.

$\frac{1}{4}$ of 16, 4, 8, 48, 12, 24, 40, 20, 44, 32, 28, 36.

$\frac{1}{5}$ of 5, 55, etc.

Successive pages to represent similar drill with multiples of 3, 4, 5, etc., also drill with 3, 4, 5, etc., as divisors of the appropriate multiples; fractional parts of those multiples, viz.: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, &c.

Drill II. Multiplication and Division (uneven).

Page 1. Example:

$\begin{array}{r} 2 \\ \times 1 \\ \hline 2 \end{array}$ $\begin{array}{r} 2 \\ \times 1 \\ \hline 2 \end{array}$ $\begin{array}{r} 2 \\ \times 4 \\ \hline 8 \end{array}$ $\begin{array}{r} 2 \\ \times 4 \\ \hline 8 \end{array}$ $\begin{array}{r} 2 \\ \times 2 \\ \hline 4 \end{array}$ $\begin{array}{r} 2 \\ \times 2 \\ \hline 4 \end{array}$

2 2 2 | 2, 2 | 3; 2 | 8, 2 | 9; 2 | 4, 2 | 5;

$\times 6$, $\times 6$ 2 | 12, 2 | 13, &c.

""+1 &c.

N. B. Addition figures in red ink.

Page 2. Examples:

$\begin{array}{r} 3 \\ \times 2 \\ \hline 6 \end{array}$ $\begin{array}{r} 3 \\ \times 2 \\ \hline 6 \end{array}$ $\begin{array}{r} 3 \\ \times 2 \\ \hline 6 \end{array}$ $\begin{array}{r} 3 \\ \times 1 \\ \hline 3 \end{array}$ $\begin{array}{r} 3 \\ \times 1 \\ \hline 3 \end{array}$ $\begin{array}{r} 3 \\ \times 1 \\ \hline 3 \end{array}$

3 | 6, 3 | 7, 3 | 8; 3 | 3, 3 | 4, 3 | 5, &c.

Successive pages arranged to give drill upon multiplication and division (uneven) of other numbers, as 4, 5, 6, &c.

Drill III. Division (uneven).

Page 1.

Example:

$\begin{array}{r} 2 \\ 3 \overline{) 6} \\ \underline{6} \\ 0 \end{array}$ $\begin{array}{r} 6 \\ 7 \overline{) 42} \\ \underline{42} \\ 0 \end{array}$ $\begin{array}{r} 4 \\ 5 \overline{) 20} \\ \underline{20} \\ 0 \end{array}$ $\begin{array}{r} 8 \\ 9 \overline{) 72} \\ \underline{72} \\ 0 \end{array}$ $\begin{array}{r} 12 \\ 13 \overline{) 156} \\ \underline{156} \\ 0 \end{array}$

3 | 5, 10, 7, 14, &c.

N. B. Each multiple to be printed in red ink.

Method: Find the divisor in the multiple; then, in the figure below in each case.

Drill IV.

For work in rapid calculation, such arrangements as the following may be used to advantage.

Page 1—Addition and Multiplication.

N. B.—Write the signs in red ink.

	+	1, 11, 2, 12, 0, 10, 4, 8, 6, 3, 9, 7, 5	x
1			2
11		Addition (Difficult Combinations).	12
3		$\begin{array}{r} 8 \\ +9 \\ \hline 17 \end{array}$	4
7		$\begin{array}{r} 7 \\ 4 \\ \hline 11 \end{array}$	8
5		$\begin{array}{r} 5 \\ 7 \\ \hline 12 \end{array}$	6
9		$\begin{array}{r} 8 \\ 6 \\ \hline 14 \end{array}$	0
2		$\begin{array}{r} 7 \\ 9 \\ \hline 16 \end{array}$	10
12		$\begin{array}{r} 6 \\ 5 \\ \hline 11 \end{array}$	1
0		$\begin{array}{r} 9 \\ 3 \\ \hline 12 \end{array}$	11
10		$\begin{array}{r} 8 \\ 8 \\ \hline 16 \end{array}$	5
4		$\begin{array}{r} 7 \\ 12 \\ \hline 19 \end{array}$	7
8		$\begin{array}{r} 6 \\ 10 \\ \hline 16 \end{array}$	3
6		$\begin{array}{r} 4 \\ 9 \\ \hline 13 \end{array}$	9

Page 2.

Division.

Example: $\begin{array}{r} 2+2; 3+3; 4+4; 5+5; \\ 6 \quad 9 \quad 12 \quad 20 \\ 4 \quad 12 \quad 16 \quad 10 \\ 10 \quad 6 \&c. \quad 8 \&c. \quad 15 \&c. \\ 8 \\ 12 \\ 20 \\ 16 \\ 14 \\ 18 \\ 24 \\ 22 \end{array}$

N. B.—Sign of division in red ink.

Page 3.

Fractions.

$\frac{1}{2}$ of 2, $\frac{1}{3}$ of 3, $\frac{1}{4}$ of 4, $\frac{1}{5}$ of 5

$\frac{2}{8}$, $\frac{3}{12}$, $\frac{4}{16}$, $\frac{5}{20}$

$\frac{6}{24}$, $\frac{9}{36}$, $\frac{8}{40}$, $\frac{10}{50}$

4 &c. 15 &c. 12 &c. 15 &c.

N. B. Fractions in red ink.

Page 4.

Subtraction.

1—1; 2—2; 3—3; 4—4; 5—5;

11—11; 12—12; &c., &c., &c., &c., &c.,

$\begin{array}{r} 3 \\ 5 \\ \hline 2 \end{array}$ $\begin{array}{r} 9 \\ 9 \\ \hline 0 \end{array}$ $\begin{array}{r} 5 \\ 7 \\ \hline 2 \end{array}$ $\begin{array}{r} 7 \\ 11 \\ \hline 4 \end{array}$ $\begin{array}{r} 2 \\ 3 \\ \hline 1 \end{array}$ $\begin{array}{r} 12 \\ 13 \\ \hline 1 \end{array}$ $\begin{array}{r} 6 \\ 6 \\ \hline 0 \end{array}$ $\begin{array}{r} 4 \\ 4 \\ \hline 0 \end{array}$ $\begin{array}{r} 8 \\ 14 \\ \hline 6 \end{array}$ $\begin{array}{r} 10 \\ 8 \\ \hline 2 \end{array}$ $\begin{array}{r} 13 \\ 10 \\ \hline 3 \end{array}$

N. B. The sign of subtraction in red ink.

Subtraction. (Difficult Separations.)

$\begin{array}{r} 17 \\ -8 \\ \hline 9 \end{array}$ $\begin{array}{r} 11 \\ -4 \\ \hline 7 \end{array}$ $\begin{array}{r} 13 \\ -6 \\ \hline 7 \end{array}$ $\begin{array}{r} 15 \\ -8 \\ \hline 7 \end{array}$ $\begin{array}{r} 14 \\ -6 \\ \hline 8 \end{array}$ $\begin{array}{r} 12 \\ -9 \\ \hline 3 \end{array}$ $\begin{array}{r} 16 \\ -7 \\ \hline 9 \end{array}$ $\begin{array}{r} 17 \\ -11 \\ \hline 6 \end{array}$ $\begin{array}{r} 11 \\ -13 \\ \hline -2 \end{array}$

$\begin{array}{r} 15 \\ -9 \\ \hline 6 \end{array}$ $\begin{array}{r} 13 \\ -9 \\ \hline 4 \end{array}$ $\begin{array}{r} 13 \\ -8 \\ \hline 5 \end{array}$ $\begin{array}{r} 14 \\ -9 \\ \hline 5 \end{array}$ $\begin{array}{r} 12 \\ -4 \\ \hline 8 \end{array}$ $\begin{array}{r} 13 \\ -12 \\ \hline 1 \end{array}$ $\begin{array}{r} 12 \\ -7 \\ \hline 5 \end{array}$ $\begin{array}{r} 13 \\ -5 \\ \hline 8 \end{array}$ $\begin{array}{r} 11 \\ -20 \\ \hline -9 \end{array}$

$\begin{array}{r} 12 \\ -5 \\ \hline 7 \end{array}$ $\begin{array}{r} 14 \\ -5 \\ \hline 9 \end{array}$ $\begin{array}{r} 15 \\ -6 \\ \hline 9 \end{array}$ $\begin{array}{r} 11 \\ -5 \\ \hline 6 \end{array}$ $\begin{array}{r} 20 \\ -8 \\ \hline 12 \end{array}$ $\begin{array}{r} 11 \\ -6 \\ \hline 5 \end{array}$ $\begin{array}{r} 20 \\ -12 \\ \hline 8 \end{array}$ $\begin{array}{r} 11 \\ -2 \\ \hline 9 \end{array}$

N. B. This work may be carried out to any extent, but the examples given will illustrate the value such a chart may be made to any teacher. If the work be put upon the chart day by day, as it is used in the class-room, it will be always at hand for reference and review; while the board work must necessarily be temporary.

It may require a little more time and care at the beginning but it is a saving of time and strength in the end.

Busy Work in Number.

1. How many pupils in the school-room? If there were ten more, how many would there be? If there were eight less?
2. How many panes of glass in one window? How many in all the windows?
3. Write the name of the month. How many days in this month? How many days in last month? How many in next month?
4. How many hours in a day? in two days?
5. Draw five lines across your slates, and draw five more lines across them. How many blocks on your slates?
6. How many children in the row you sit in? How many feet have you all? How many fingers? How many noses?
7. There are three bones in each of your fingers, and two in your thumb. How many finger and thumb bones have you in one hand? in both hands?
8. Draw a clock on your slates. How many numbers on its face? In how many ways can you write the numbers? Make the hands say four o'clock. Make them say noon. Midnight. Six o'clock.
9. How many meals do you eat in one day? How many in three days? How many in a week?
10. How many Sundays in this month? How many days, not counting the Sundays? How many school-days?
11. How old are you? How old will you be in 1895? In 1900?
12. How many eggs in a dozen? In three dozen? What is the difference between two dozen and a half dozen?

Wayside Stones.

By E. M. H.
QUARTZ.

The teacher goes to the school yard and finds there a piece of quartz. At the next session of school, she holds it up and asks if any one can tell what it is. "O, that's a stone!" says a piping little voice. "What kind of a stone is it?" asks the teacher. No one can tell. "We will pass it through the room, and each in turn may carefully and quickly examine it."

By the time this was done the five minutes for that day were over, so the teacher says, "We have no more time for the work to-day, but you have all looked at the little stone so carefully that I feel sure if you look around the yard and in the streets and fields you will find others just like it. How many would like to try and find one for me just like this?" Every hand is up in an instant.

The next morning almost every child has brought a stone of some kind, some have their hands and pockets full, and nearly every one has the right kind. As every child had his specimen before him it is easy and pleasant work to draw the descriptive words from them, and soon these words are placed on the board—hard, rough, glassy. Then she has the pieces compared, that the difference of color and irregularity of shape may be noticed. Next she has them held up towards the windows and the children find they can, in many cases, see the light through them, particularly near the edges.

Now is the time for a new word to be given to the little ones and the teacher remarks, "I am going to give you a long hard word which is just what you need in describing this stone, but it is so long that only the first class will be able to learn it, I suppose." You should see the look of importance and superiority that comes over the faces of the first class. It is promptly met, however, by a look from the second and third classes which plainly says, "See if we don't learn it as quickly as you." The word *translucent* is placed on the board and explained. As all are interested it is learned at once without the slightest difficulty. Nearly ten minutes are used for this lesson, but the children have given such close attention that the teacher is encouraged.

On the third day only a very few minutes can be given to this work. A few review questions prove that the former lessons are not forgotten, and now, for the first time, the children are told that the name of this stone is *quartz*, and the word is placed on the board. They learn how abundant this stone is, that it is often used for building stone; that sand is just quartz and other stones broken into fine particles; that it is the chief substance of which glass is made; that many plants require it, and that the stems of grasses and grains would not be stiff enough to stand erect without it.

Little Edna, of the third class, rejoicing in her newly acquired knowledge and finding some pretty pieces of quartz on the way home, tells her mamma all that she has learned about them, and mamma, seeing with pleasure the child's interest, remembers that she has a pretty piece of crystallized quartz, which she finds at once for the little girl. With a smiling face Edna announces next morning, "I have some quartz crystals!" Every child in the room is eager to take that pretty specimen in his own hands and examine it, and so Edna is told to pass it through the room.

Now come the questions thick and fast. "Did this stone *grow* in this way? *Why* did this one grow in this pretty way? Where was it found? Do you think we can find any like it? Why do you call these little points crystals?"

Interest in the subject is growing every moment, but the moments are flying too and the time is nearly up. "I have time to answer but one of your questions," says the teacher, "but we will talk of this at another time. You would like to find some crystals? Do you know of any gravel pits where men get gravel to put on the streets? Do you know of any stone walls? If so, look them over with sharp eyes. Search for stones with cavities in them or hollow stones; these will be likely to be lined with crystals. Hands were still raised, but the teacher, though glad to see that the questions were ready, said with a smile, "No more time to-day."

That very afternoon, in comes Willie with a hollow stone all lined and glittering with crystals. The little man will probably never feel better pleased with an hour's work while he lives than he does now. The interest which has been good from the first is at white heat now. Every child wants to examine the stone and all ask, "Where did you get it, Willie?" "In the gravel pit," answers Willie. The children can hardly wait for school to close at night, so eager are they to search that gravel pit. And they were not disappointed. Next morning Maud and Isabel, Bertie and Eloise, each bring crystals and so it goes on till in a few days from gravel pit, sand bank, and stone wall, over twenty specimens of quartz crystals are brought in by nearly as many different children. Some of them were really beautiful, containing many crystals, others only a few. But all were accepted and placed in a row on the table. The teacher is careful not to let the few crystals pass unnoticed, for she wishes the little child who has searched so patiently for them to see that his efforts are appreci-

ated. She is pleased with their success, and surprised too, for *she* has examined the gravel pit before and not found one crystal. Surely the *children* "leave no stone unturned."

The children are now directed to write descriptions of quartz and to draw, as well as they can, the specimen they have written about. The following is Katie's paper which is similar to the others. Katie is eight years old.

"The stone *we* are looking at is white. Some parts of it are gray. I have seen white, gray, red, yellow, pink, and brown stones of this kind. It is glassy. It is rough and hard. It is translucent because we can see a little through it. It breaks into different shaped pieces. It is used in making glass. I have seen a piece with crystals on it. The crystals shine. We find it everywhere. The name of it is quartz."

The week is ended and no extra time has been taken for this work, but what a pleasant week it has been for all!

The teacher feels that these little feet have passed through a new gateway and are standing on the edge of a field so broad that, live long as they may, they will hardly reach the opposite side. She rejoices with them in these their first discoveries in this field and encourages them to go on, knowing well how good and wholesome and satisfying it is to be fed.

Lesson on the Starfish.

By L. R. G. BURFITT, DANVILLE, KY.

If the cook should fill the kitchen range full of coal and build a roaring fire, and if you should be standing near the stove what would you feel? Heat coming out, of course. Would you feel it in front of the stove? Would you feel it if you went around to the back or at either side? Yes, you would feel it, too, if you held your hand over the stove, and the old cat feels it as she lies beneath the range. Heat comes out all around on all sides. There is a word that we use which means coming out on all sides, and sometimes we use it to tell about heat. It is *radiate*.

Think of all the things that you can that radiate. The sun radiates light rays. John thinks that branches radiate from the trees. Mary says that "last summer when father and she were driving, she saw a queer wavy appearance in the air close to the road in front of them, and father told her it was the heat radiating." Yes, the heat came from the sun first and was then reflected into the air again from the heated earth. Spokes radiate from the hub of a wheel.



There is something here on the desk which was once alive and when you have seen it you may tell me what you think about it. Some one may know what it is. (Show the starfish.) Yes, starfish is the name. Tell me, has it outside (shell) or inside bones? Neither. The starfish has no bones; it is just a bit of muscle. Not much like the herring or the oyster. Its name is a good one, for its arms resemble the five points of a star. It has just as many arms as we have fingers and thumbs on our hand. All the arms come out from the center. The starfish has another name, not a hard one; can you guess it? Mary and Jane belong to the Brown family, although their name is Smith and so the starfish has a family name. It is *Radiate*. Let us say the name over together. Can you tell me the reason that it is called radiate? Margaret may tell me. "It is called radiate because its arms go out all around from a center."

You may pass the starfish about now and notice the underside. It has many little feet which it uses, not only to aid in

moving, but to cling to the rocks as well. Its stomach is in the center, and it feeds on small jelly-like fish or mollusks. How do you think the starfish eats his dinner? By taking small mouthfuls and by using a plate, knife, and fork? Oh, no! the starfish just take one great bite and swallows his food whole, shell and all. When it is digested he has only to spit out the shell and then wait until he is hungry again. When the starfishes are just hatched they feed on the smallest kinds of food found in the water near, but as they grow larger they enjoy vegetables and fish as much as you do.

Often starfishes may be found on the beach, but when danger is near they quickly bury themselves in the sand. This one is dry and does not show its pretty pink color, but should you visit the beach this summer look carefully along the sand or in some pool among the rocks and perhaps you may find one for yourselves.

Lesson on a Mountain.

(By a Pupil of the New York Normal College.)

BLACKBOARD READING LESSON.

The Mountain.

This mountain is very high.

It is 2,000 feet high.

This mountain is so steep it would be very hard to climb.

It would take about three hours to reach the summit.

There are many rocks on the mountain side.

From the top of the mountain we can see all over the city.

(Teacher brings picture of mountain, and after she has reviewed what they know about hill, etc., shows it to them.)

"What little girl thinks she can tell the names of two things she sees in this picture?" Children raise hands. "Ida may answer."

"I see some houses and some water."

"Well, Jennie, what do you see?"

"I see an island, some water, and a very big hill."

"Do you know what we call a very big hill like that, Jennie?"

"No, ma'am."

"Do you, Bessie?"

"A big hill."

"Yes, it is a big hill, but it has a name of its own. Lily, do you know?"

"A mountain."

"Right. Now, Jennie, what is it called?"

"A mountain."

"How many children have ever been on a mountain?"

"Sarah, what mountain were you on?"

"On one of the Catskill mountains."

"Katie."

"I have been to the Orange mountains."

"Alice."

"I have been to Mount Washington."

"I am glad so many of you have been to the mountains, and some day you may write on your slates all you remember about your visits."

"Do you think this mountain is high, children?"

"Yes, you are right; it is about 2,000 feet high. What can you tell me about the sides?"

Josie—"They are almost straight up and down."

"Do you know what we say instead of straight," etc.?"

No one knows. "We say steep. Who will spell steep?" A child spells. Teacher writes sentence on B. B. Class reads.

First spell new words, as *steep*.

"Do you think we could climb this mountain easily, Hattie?"

"No, we could not, and we should have to use long poles to help us up. It would take about 3 hours to climb a mountain like this. What are those large, round, rough looking things we see here on the side of the mountain, Emma?"

"Big rocks."

"Now, suppose we climbed to the top of this mountain, could we see very far, Ethel?"

"Yes, all over those houses."

"Where do you suppose those houses are, Bertha, in the country or city?"

"In the city."

"Why?"

"Well, they are made of stone and brick and most country houses are wooden."

"How far, then, can we see from the mountain top, Gertrude?"

"All over the city and over the water, too, I think."

"Yes."

Teacher finish statement on board drill.

"What do we call the very top of the mountain, Grace?" Don't know. No one knows. Teacher tells. Drills on spelling. Class and individual. Recitation in reading from B. B. work after drill. Rub out and rewrite sentences in different order. Call a child to read; after child, class.

The Raindrops.

"Yes; we all went merrily to work, for there are no lazy raindrops. The ground was full of cracks and holes, where our cousin Jack had been before us.

"What! you do not know Jack Frost? O, he is a merry fellow, bright and full of life. Sometimes he is mischievous, too. He likes to nip the flowers and fruits—yes, and the toes and ears of little girls and boys.

"But he very useful, for all that. Every year he comes to loosen the soil with his little icy plows, so that the raindrops can reach the roots and seeds in early springtime.

"Down, down we ran into the thirsty ground—down into rich loam that held fast nearly half our band—down through sandy soil which could not stop our flowing—down to a bed of clay whose doors were closed against us.

"How dark it was in those tiny cells! Not one ray of light to show us the way; not a sunbeam to cheer us on.

We met cold earthworms crawling along in their slender caves. Brave little creatures they are tiling there in the dark. Day after day they gnaw the leaves, and change them into loam. Then back to the surface they crawl, and bring their rich load.

"The tiny mounds by earthworms cast—

The richest gift in Nature's hand—

Contain the life of ages past,

The hope of every flowering land.

"Far less of wealth should we behold,

Far less of happiness secure,

If every second mound were gold,

And every first a diamond pure."

—A. E. F.

"We passed by families of queer little ants building their pretty hills. How busy they were, carrying the soil to light and air. All over the hillside you can now see hundreds of their rich mounds, waiting for the raindrops to come and spread them over the surface.

"We took the loam wherever we went, and placed it near the roots and seeds. We even carried into the plants and trees. The sun sent down its warm rays, and soon all nature was awake once more."

—Brooks and Brook Basins.

Baby Ruth.

Who is she?

The queen's baby? No, we have no queen.

The king's baby? No, we have no king.

But we have a president, and he lives in the White House, and he is the father of Baby Ruth.

There, with him live Baby Ruth and her mother, who is called the Lady of the White House.

It is a grand and beautiful home, this great White House in which our president lives, but Baby Ruth would be happy anywhere.

She is a healthy, good-natured, laughing baby, and cares more for the smiles of her great papa and her lady mother than for all the beautiful walls and pictures and furniture and carpets that she sees about her.

She doesn't *dream* what a famous baby she is. She doesn't know that thousands of people love her, and that all the people in the world who read newspapers know about her.

She does not know that the beautiful house she lives in belongs to all the people in these United States. She does not know how few babies have ever lived in this wonderful house, with its millions of owners.

When she grows up she will remember how she played in the beautiful rooms and gardens, and how many carriages used to roll up to the grand entrance, and what throngs of elegantly dressed people sometimes filled the parlors, and how plainer people used to come in processions to have a look at the White House and to shake her father's hand.

She will remember how these people stretched their necks to get a peep at her as her nurse led her across the halls.

Perhaps she will ask herself "How did I ever come to be that wonderful White House Baby, about whom everybody knew and talked?"

A nation's pet! Just think of it! But how *can* you think of it, when you don't know how many, many people it takes to make such a nation as this!

Perhaps it is well for Baby Ruth that she does not know all about herself and her millions of friends. She might be a little frightened about it. She might be afraid of doing something that would grieve all these people that wish her well.

As it is, she is a sunny, happy little girl, and people could not help loving her if they tried.

How it Came to Be Sunday.

By an EX-TEACHER.

What other school do you go to besides this, children? "Sunday-school."

When do you go to Sunday-school? "On Sunday."

What do you mean by Sunday? "The day people go to church."

Oh! is it a *day*? Well, why do you call it Sunday? "Because it's Sunday."

Haven't you any better reason than that? Why do you call Willie Evans, Willie? "Because that's his name."

But how did it come to be his name? "His mamma named him Willie."

Do you know why, Willie? "I was named after Uncle William."

How do you suppose the first day of the week came to be named Sunday. "Because the sun shines on that day."

I don't wonder you say that. When I was a little girl, I used to think the sun shone brighter on that day than on any other, and I believe it seems so to me even now, sometimes. But can't you remember any rainy Sundays?

Should you like me to tell you something about the naming of the days?

Once upon a time there was a very strong and warlike people who lived in a city called Rome. What shall we call these people? We in America are called Americans.

They were Romans, and everybody who lived anywhere else in the world feared their name. Wherever their soldiers went they won all the battles, took whatever they wanted and made the people send money to Rome. Nobody, for a long, long time, could fight against them, and at last they called themselves Masters of the World. Every person born in Rome was proud of being a Roman.

Now these people undertook to make laws, not only for themselves, but for many other nations. Some people think it was a very conceited thing for them to do, but they meant well, and many of their laws were so good that we obey them to this day and in this, our own country, where no Roman soldiers ever came to kill and conquer.

One of the things the Romans did was to name the days of the week. How many days have we in our week?

Well, some nations at that time, too, counted seven days a week, but some made their weeks longer. The Romans decided on the seven-day week, and where do you think they looked for the seven names they wanted for their days?

Why they looked up. The Romans were great people for looking up, and sometimes they looked up too much, and did not consider the people around them enough, but did them a great deal of mischief. Well, what do you think they saw when they went out of doors and looked up?

Yes, they saw the sun, moon, and stars. And now you can tell me what I asked you a while ago. What was the question? "You asked us how it came to be Sunday. The Romans looked up and saw the sun and said the first day should be Sunday."

I *knew* somebody would be able to tell me. Yes, the Romans named the first day Sunday, and we call it that to this day, and I suppose we always shall. There are two other days that we call by the Roman names. That makes how many?

And how many are left, out of the seven?

The other four days get the name we know them by from other parts of the world. Some day, if you grow to be very wise, you will know how the people who talk English came to drop the Roman names of those four days and keep the Roman names of Saturday, Sunday, and Monday.

Now let me see how much you liked my story, because, if it is a nice one, you will want to tell it at home. When was Sunday named? "Long, long ago."

Yes, indeed. You think two years a long time, don't you (placing a figure 2 on the blackboard). Think back to last September. Was it long ago? Can you think back another year? Hardly, for your memories are short.

But this was *more* than 2 years ago. It was more than 20 (adding a cipher) years ago. More than 200 (another cipher). More than 2,000! (in a dramatic stage whisper. Never mind the vagueness, or whether the children "can read numbers to thousands." The idea of immensity will sink deeper if they cannot. After a rhetorical pause.—)

Yes, it was long, long ago—so long that only learned men can read the books that were written in those days. Well, who did the naming? "The Romans."

And where did the Romans live? "In Rome."

What else have we from the Romans besides these three names? "Some good laws."

Yes, and some other good things that I haven't time to tell you about; and some things, too, that are not so good. Now, who is going to tell me back my story?

(Let other pupils, upon raising hands, jog the memory of the volunteer. If there is time, have the story repeated more than

once. Afterward give a penmanship lesson on some sentence or sentences from the lesson).

WRITING.

1st. year:—Sunday is the day of the sun.

2nd. year:— } The Romans named Sunday.
 } They named it for the sun.

(There may be points in this lesson which teachers will want to modify. *Don't* give it verbatim!)

History for the Little Ones.

By ELLA M. POWERS, Milford, N. H.

Before a child is ready to study history he should become familiar with its elements, in biographies, stories, pictures, and objects. It is possible for very young children to memorize and repeat the opening sentences to the Declaration of Independence, but how much benefit would they derive if they did not know the meaning of liberty, happiness, freedom, and government?

In or near almost every town or city are old monuments, relics, and records of a remote period. Ruined churches, animal mounds, old graves are sources of historical interest to even young children. Again these pupils will be interested in any old colonial uniform.

Indian tomahawks, old letters with strange old seal and stamp, closely written old sermons on the crisp yellow paper, queer maps all out of proportion and strange lines over them—all this is history to the child, although he may be unconscious of it. Compare the first little schools of the country with those of the present. Tell the pupils clearly and simply of the wonderful development of our schools.

Can a child understand slavery until he knows the meaning of justice and injustice, freedom, and oppression? The teacher of tact will gradually lead up to the cause of the civil war by parables, stories, and illustrations that will be far more lasting than the memorizing of dry facts.

A child will never grow to love his country because he is told he *must* love it. Patriotism is not acquired by compulsion. It rests with the teacher to show the boys and girls what a great and fair country theirs is; the associations which link us with the past; that its liberty is sacred, its freedom, happiness. A child's love for his country cannot be aroused by learning bare abstractions. The Indian, soldier, sailor, and the brave men fighting difficulties must be the guides to take the children by the hand and lead them forward and down the years to civilization and freedom. In the simple stories of the wars the young children will know and see the brave men and women under the strain of painful circumstances, men acting together, suffering together, enduring for the good of the country and those who were to follow them. We love what is great and noble. Do not tell the pupils to love, but show them what is great and noble.

History may be made interesting through the historical scrap-book that any teacher may have with a little time and ingenuity. The teacher may look over old magazines and plenty of historical pictures will be found which may be placed in the scrap-book. At the same time the teacher will ask the pupils to look up historical material in the various old papers at home and bring it to school for the scrap-book. For instance all pictures and articles referring to Columbus will be brought in and pasted neatly on the first pages. Back numbers of *Scribner's*, *Harper's* and the *Century* will help make the scrap-book.

Again, if duplicates are brought in, cut the historical picture in several pieces, placing the pieces in an envelope and require the children to put the pieces together and write out the story. This is interesting busy work. Again the teacher may distribute slips of paper; upon each the teacher has written four names as:

Columbus,
De Soto,
Washington,
Grant,

or

St. Augustine,
Mississippi river,
New England,
Revolutionary war.

These are drawn by the children who are expected to tell or write something about each name given. For review day, tell a story of some discoverer, voyager, settler, or general, carefully concealing the name of the person, and as the story progresses require pupils to guess the hero. The pupil who guesses the hero of the story first may be asked to continue, and is given permission to do as the teacher has done and in a very mysterious manner.

Another device used by a primary teacher was to let the class choose two captains, who in turn choose their followers and the teacher then asked various historical questions requiring short answers and those who failed were expelled from the ranks while those who conquered were retained and much interest was manifested to see which captain's men would win the battle.

Another teacher reads some interesting story illustrative of the history lesson and first, the children give the story from memory, then are required to write it carefully. Every teacher will wish to start a progressive outline map with the pupils. An outline map for the thirteen English colonies should contain merely the coast outlines and the chief rivers and mountains. A reference map should contain all these beside the settlements and roads.

First Steps in Writing.

By LYMAN D. SMITH, Hartford, Conn.

Author of "*Appletons' Penmanship*" and *Manual of Penmanship for Department Teachers*.

To the thousands of primary teachers who will be called upon to conduct these first writing lessons, I commend a perusal of the first article of this series published in THE PRIMARY JOURNAL for June, '93. The method of procedure at the outset is therein correctly laid out, and work enough indicated for three or four preliminary exercises. After these have been mastered fairly well, attention may be given to

TAKING HOLD OF THE PENCIL.

This work requires much patience and some work on the teacher's part, but it should be given regardless of a seeming delay in getting down to the business of writing. This work is a part of this business, and cannot be slighted. It is an investment of labor in the low grades that will pay you, teacher, in rich dividends of satisfaction at seeing so pupils holding their hands upright, fingers in place, and arms moving across the desks in true writing style, long before you send them on to the next higher grade where a second installment of pleasure and satisfaction will come to you by virtue of duty well done and the thanks of the appreciative teacher above you.

To secure the strict attention of the pupils, draw on the board the front view of the hand holding the pen. Call attention to the "pen-fingers," the "sliding fingers," position of the pencil at the knuckle, the clear space under the wrist, the end of the thumb against the pencil and a little under it. If you cannot draw, do the next best thing, namely:—Show the pupils how to place the pencil in their hands by standing before them and placing it in your own thus: Hold the pencil near the end and between end of thumb and first finger tip of left hand; then lay the first finger of the right hand on the pencil, still holding it in left hand, and let the second finger come up and touch the under side of the pencil at the nail-root, the pencil partly covering and touching the left side of the nail at its junction with the flesh. Next bring the right hand cushion of the thumb close to the corner of the nail, to the left side of pencil, and partly under it. Drop the sliding-fingers and release the end of pencil from the left hand at same time and the hand and pencil are in the natural and normal position to write easily. Repeat the operation three or four times, going up and down the aisles to let the children see how you do it. To the question, "Where does the first finger belong?" Try to get the answer, "On the pencil." "How many fingers on the pencil?" "One." To the question, "Where does second finger belong?" Get the answer—"At the side of the pencil, and touching the first finger, the nail partly under the pencil." "Where do you put your thumb?" Ans.: "The right cushion at the side and a little under the pencil with the *joint bent outward*." "What does the thumb help to do held in this manner?" "It keeps the pencil from falling below the knuckle joint." Where are the "sliding fingers" when you write? Ans.: "They are away from the 'pen-fingers,' and slide along on their nail tops." "Yes, that is why we learned to separate the fingers into two groups in our first lesson—so as to get these fingers to know their place." "What else do the sliding fingers do besides 'slide along,' when you write?" "They keep the wrist clear of the desk so we can make long lines without raising our hands." "That is right."

"Does it pay for the seventh grade teacher to insist upon correct pen holding when no other teacher in the school does?" The above question came to me recently from an earnest Georgia teacher. Does it "pay" to do *anything* as it should be done? If you think it does, then insist upon correct pen holding in any and every grade. This is but one way to poise the hand so as to write easily and at same time legibly and handsomely. All penmen and fine writers are invariably found writing with this poise of the hand. It is the natural way, it is the easy way, and no pupil is too old to acquire this way, no matter what grade he may be in. If you determine you will have correct pen-holding, it will be forthcoming. Treat any class as "beginners," if need be, and put them through the drills outlined in the first article of this series and in this one, and settle your pen-holding trouble at once. It only requires a little decision on the teacher's part to secure it. Teachers are more at fault than pupils that slovenly pen-holding, cramped fingers, lop-sided hands, are seen. *Don't allow it*, and settle it. These last remarks apply to grades above

the primary, where pupils can discriminate between right and wrong methods.

Teach pen holding persistently, faithfully, at the beginning. Let writing wait, until the hand, trained by copious movement exercises, can join at least three letters together without raising the pen.

For the first year's work spend the first four weeks in getting the hand and arm in shape and the fingers acquainted with the pencil, as outlined above. You will find little trouble when the pen is taken, if you have thoroughly mastered pencil-holding. The transition from pencil to pen is very easy. About all that is necessary is to show pupils that the concave side of the pen must be underneath. Make a little desk of your left fist, setting the pen point on the thumb nail, and press to open the nibs. Let pupils double up their left fists and do the same. They see by this that the pen will spread only when held with the hollow side under.

The Height of Letters.

(The following is a story by which Miss Waldron of Brooklyn, attained success in teaching the height of letters.)

Edna may read the sentence, "Lily Smith is a good girl." Annie may point to and trace with the pointer all the capital letters in the sentence. Cassie may point to all the letters that are as tall, as L and S. Now, children, we will call L and S the parents of all these little letters (pointing to the letters one space high), and this, pointing to the letter i, is aunt i who has come to help mamma L take care of the children. You see she is just as high as mamma or papa, and she is kept very busy looking after the little ones who have just commenced to go to school. These little ones are in Miss L's room. Their feet rest on the base line (explain what the base of anything is), and their heads touch the line above which we call the head line. Now we come to r and s. These are the children who have been promoted once. They are now in this class; their heads you see come a little way over the line. (Make the parts of the r and s that extend over the line with colored chalk.) Here we come to t and d. We will call them our brother and sister who are up stairs; they are two stories high. Last but not least comes the baby of the family, g. Her head is between the lines like a, but her clothes are so long that they hang two spaces below the base line.

Outline Lesson Plans from a Teacher's Day-Book.

X.

Object.—To teach the idea and word, *surface*.

(a) Children hold the cube in the left hand and turn it in the right, rubbing their fingers over its faces.

(b) What are you doing, children? Touch the inside of the cube. Why can you not? What part are you touching? Call the outside the surface. What part of the cube can you touch? Touch the surface of the sphere. Can you touch the inside? Touch the surface all over. What are you touching? Touch the surface of your cylinder. Of your desk. Of your hand. Of your pencil. Of anything you like. What are you touching?

(c) First line rise. Each of you in turn may touch some surface and tell me in a nice sentence what you are doing.

XI.

Object.—To recognize the sphere, cube, and cylinder by touch.

(a) What am I putting into my apron? (Sphere, cube, and cylinder.)

(b) Fanny may put her hand in and take hold of one of these objects, and see if she can tell us what she has, without looking. What is it, Fanny? Hold it up. What is it, class? First, third, and fifth rows may take their solids in their aprons. Let the second, fourth, and sixth rows do as Fanny did. You may talk to one another about it. The even rows may use their aprons and the odd rows see what they can tell with their fingers. Put the solids away.

(c) What am I doing? (Putting the solids into your apron again.) I have hold of something that hurts me when I squeeze it, for it has edges and corners. What is it? Is it the cube? (Holding it up.) I have something that I can turn round and round in my hand without feeling any difference. It seems the same all over and doesn't hurt me when I squeeze it. What is it? Is it the sphere? Now I have something that will turn round and round one way and then back again, but it will not turn every way, and I feel an edge—yes, and another edge—but no corners. What is it? Is it the cylinder?

XII.

Object.—To analyze the surface of a cube and teach the term *plane*.

(a) Hold your sphere between your thumb and fingers, before your eyes and look at it. How much can you see? What shape is the half that you are looking at? Turn the sphere just a little. How much do you see now? Is the shape any different from the shape you saw before? Turn it over and over and round and round. See if you can find a side that will show a different shape. See if you can see more than half at a time. See if you can turn anything less than half toward you. You always see how much? And it is always the same —? (Shape.)

(b) Take the cube and turn it in your fingers the same way. Hold it so that you can see only one side of it. Is that half? Is it round? Hold it so that you can see two sides. Are either of them rounded? Do you see half, yet? What is toward you? (An edge.) How can I show the edge on the blackboard? Could I show any part of the sphere with a straight line? Hold the cube so that you can see three sides. Is that half? Put your finger behind the cube and count the faces that you cannot see. How many? What is toward you now? (A corner.) Has the sphere any corners? Three faces that you can see and three that you cannot make —? (Six faces.) Let us prove that by counting another way. The cube has a front and a —? (Back.) A top and a —? (Bottom.) A right side and a —? (Left side.) Is that all? How many? Then if you hold the cube so that you can see two faces, how many faces are there that you cannot see? (Four.) Count and see if that is correct. If you hold it so that you see only one face, how many are there that you cannot see? Prove by counting. Rub your finger over the face of the cube. Does it feel like the surface of the sphere? How does it feel? (Flat.) Yes, flat or *plane*. See if the other faces are plane, too. See if you can find a face that is not plane. Put your cube away and find a plane surface somewhere else. (Top of desk, walls, floor, ceiling, side of book, slate, pane of glass, etc.)

(c) What have I written on the blackboard? (A cube has six plane faces.) We will use that to-day for our copy in penmanship. (Writing lesson follows.)

XIII.

Object.—Observation of corners and representation by drawing.

(a) Recall ideas outside corner and inside corner, taught in former lessons. Review face corner by paper-folding.

(b) Children run thumb and finger along two edges of the cube, toward each other, till they meet. Ask where the edges meet and if one edge goes on further than the other. See if this exact meeting of edges occurs at all the corners of one face of the cube. Draw the face. Criticise for equal length of lines and perfect corners. Erase and draw again. Lay the square with sticks and compare with drawings.

XIV.

Object.—To strengthen the idea *oblong* and teach *parallel*.

(a) Trace the shape in the air, large, with full-arm movement, in the following order: top, right end, left end, bottom.

(b) Ask, "What shape?" "Which side first, etc." Children trace, observing same points and describing as they go. Trace a similar oblong in vertical position, top, right side, left side, bottom. Ask, "What shape?" "How different from first oblong?" "Which side first," etc., emphasizing distinction between side and end. Children repeat, describing in concert. Trace oblique oblong. Repeat questions and add: If one long side runs this way, how must the other long side run? The long sides must be *parallel*. What do I mean by *parallel*? If one short side or end runs this way, how must the other end run? The two ends must be —? What do you mean by *parallel*? The word *parallel* looks like this.

(c) Have as many pupils as blackboard will accommodate copy the word and class compare with copy. Have another set of pupils draw parallel lines. Have another set draw one line each, in any chosen direction, then change places and each supply one parallel to her predecessor's line. (Keep in mind free-arm movement.) Have another set draw horizontal oblongs and show which lines are parallel. Another set vertical oblongs.

XV.

Object.—To view the sphere from two sides and to represent it.

(a) Each child has a box of Prang's models, from which she is directed to take the sphere.

(b) Children hold spheres directly in front of their eyes and move them off to arm's length. They trace in air, with forefinger of right hand, the shape that the sphere seems to the eye. They find a tablet that represents that shape and lay it on the desk. They hold the spheres in their laps, look directly down upon them, again trace the shape in the air and again find a tablet to represent it. The second tablet is placed above the first, without touching. They answer the questions, "Which tablet shows the front view of the sphere?" "The top view?"

(c) They draw both views, large size, on slate and blackboard, with free-arm movement.

Primary Occupations.

By N. B. F.

I offer some of the kinds of occupation that I have found useful, hoping they may be suggestive to some one. I will confine myself in this number to some simple kinds of work that the little ones can do during the first weeks of their school life.

Give cube, cylinder, or oblong, triangular, or semicircular tablets for children to mark around on slates. Later have this done on paper and give scissors for children to cut out the forms thus made.

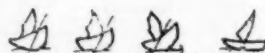
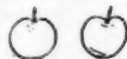
Give each child a pile of remnant worsteds of all first-grade colors to sort into little piles of the same color.

With peg tiles and pegs quite a variety of work may be done. To illustrate the number work place two pegs of one color and one of another, etc., until the tile is filled. This may be varied to suit the new facts taught.

In arrangement for color drill hang color chart for children to refer to till the colors and their names are learned. Make the first row all red, the second all orange, and so on. Make each row a little spectrum of the six primary colors in their proper order.

Children may copy with pegs simple designs placed on the board.

Copy slates full of simple pictures of number facts on board, as



Give spaced paper on which simple stories are written, like "I have a doll." "This is my basket." With a little assistance children are soon able to trace these.

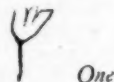
Give kindergarten beads and strings. String three green beads, then one red one, three blue beads and one yellow one, etc.

String first a sphere, then a cube, then a cylinder, till the string is filled. String all the beads of each color in the order they occur in the spectrum. String all of each form together.

Write each child's name on a slip of spaced paper and let him copy a number of times and often. Supply each child with a handful of shoemaker's pegs to arrange on his desk in groups of three, four, etc., to illustrate combinations of numbers, or to work out with them some simple design.

Distribute scissors and ruled paper for children to cut on the lines. (Old paper previously written on is just as good for this.)

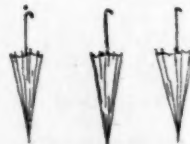
Copy from the board



One



Two



Three

Write a simple story on the board as "I see a man," and let children try to imitate on slates.

Oral Arithmetic.

OBJECT: TO TEACH PINTS AND QUARTS.

Have the pint and quart measures where the children can see them. Ask the name of each, and let the children ascertain by experiment that there are two pints in a quart. Allow the children themselves to handle the measures and measure the water.

When they have mastered the fact that "there are two pints in a quart" give them problems in which they will be obliged to use the knowledge just acquired. In the beginning let the problems be as simple as they can be made. If a child finds any difficulty in doing a problem, let him work it out with the measures and some water.

L. E. M.

Supplementary.

Going to the World's Fair.

A DIALOGUE FOR THREE GIRLS.

By M. D. STERLING.

CHARACTERS REPRESENTED.—*Lillie*, a little girl who is going to the World's fair; she carries an armful of dolls in various stages of dilapidation, only one, "*Rosa*," being at all presentable. *Susie*, a little girl, *Lillie's* friend. *The Nurse*, a larger girl than either of the others; she should wear a nurse's cap and apron.

(*Enter Lillie. She wears her hat and coat, and carries her dolls.*)

Well! I'm ready at last to be off to the fair,
But oh! what a bother it was to prepare
All these children for seeing Chicago's great show;
The trials of a mother only mothers can know.

(*Sighs loudly, and seats herself on one of two swall chairs placed in center of platform. Enter Susie who sits down.*)

I've come, dearest Lillie, to bid you good-bye;
When I think of your going it 'most makes me cry;
I'll be dreadful lonesome left here without you,
And perhaps at the fair you'll forget your friend Sue.

Lillie.—
Forget you, dear Susie? I'll write every day
A lovely long letter. To you it will say,
"Chicago is big, and quite grand is the fair,
But neither with home and old friends can compare."

Susie.—
Oh, that will be nice! And be sure that you tell
In your letter about the old Liberty Bell—
The bell that Americans love with their might
Because it rang ever for truth and for right!

Lillie.—
Depend on it, dear, you shall have all the news,
Unless some of my children fall sick. Then I'd lose
Several days till I nursed them all well, I expect!
E'en to see the World's fair not a child I'd neglect. (*Hugs and kisses dolls.*)

Susie.—
If I were you, Lillie, I'd leave the dolls home. (*Holds up a boy doll, with an arm and a leg off.*)
There's poor crippled Jack! He is not fit to roam. (*Takes another doll from Lillie and shakes it so that the sawdust falls out.*)

And Margery scatters the sawdust around
Till no carpet is fit to be seen where she's found.

Lillie (indignantly).—
Indeed you mistake! They both need change of air,
And so do dear Rosa, Ah Sin, Baby Clare;

(*As she says Rosa, she lifts the nicely dressed doll; for Ah Sin,—one of the ordinary Japanese dolls; for Baby Clare,—a doll with no head in infant's long clothes.*)

And what could be better than the World's fair so great,
Each one of my darlings to help educate? (*Enter Nurse.*)

Nurse.—
Come, Miss Lillie, 'tis time to be off to the train;
Give Miss Susie your dolls till you come back again;
The carriage to take us is outside the gate,
So say good-bye quickly, for papa won't wait. (*Takes the dolls from Lillie and lays them in Susie's arms.*)

Mind, Miss Susie, and not let these children take cold;
Though they should be naughty, you never must scold.
How lucky, Miss Lillie on you can depend
To be to her children a kind, loving friend! (*Lillie hides her face in her handkerchief and seems to be crying while the nurse is speaking.*)

Susie (putting her arm around Lillie).—
Don't cry, dearest Lillie, I'll take greatest care
Of Margery, Rosa, Ah Sin, Baby Clare,
And I'll keep crippled Jack away from all harm—
Perhaps he might grow a new leg and new arm!

Lillie (between sobs).—
But—I'll—miss—them—so—much!

Susie.—
I will write every day.

Lillie.—
Suppose they are sick?

Nurse.—
Give them pills right away.

Susie.—
They shall "early to bed," and shall have the fresh air.
All the time.

Nurse.—
Better off than they'd be at the fair!
No danger of their getting sick, I declare.
Come then, like a good child, Miss Lillie, away,
For your papa won't like it if longer we stay.

Lillie. (She dries her eyes, kisses each doll, and places it back in Susie's arms while speaking).—

Good-bye, dearest Rosa, and try to be good;
To the fair I would take you, if only I could,
But papa says "no," so I have to obey;
Good-bye, darling Jack—ex-er-cise every day.
And Margery sweetest, take care of Ah Sin
And poor Baby Clare, when Aunt Susie's not in!
Good-bye, Susie dear. (*Kisses Susie.*)

Susie.—
Dearest Lillie, good-bye.

Lillie.—
Will you take the best care of my children?

Susie.—
I'll try.

Nurse.—
Come, Miss Lillie.

Lillie.—
Yes, nurse, I am coming, but, oh!
The trials of a mother, none but mothers can know.

(*Exit Nurse leading Lillie who buries her face in her handkerchief again, turning now and then to look at the dolls in Susie's arms—Susie following the Nurse and Lillie.*)

Adelaide Returns from the Country.

My aunt, Mrs. Slade,
Wrote last summer, and said
To my mamma: "Just lend me my niece Adelaide.
Let her stay just as long
As she likes, and grow strong
In the country. I'll keep her from all sorts of wrong.
"She shall frolic and play,
She shall ride on the hay,
Be happy and merry and jolly all day,
Drink milk and grow fat,
Hunt eggs and all that,
And come back plump and fresh as a granary rat."

Dear little friends, I
Take my pen up to try
To tell you my summer's experience. Why,
I thought 'twould be fun;
I don't know how 'twas done,
But the moment I got there my troubles begun.
The first thing was the cow,
I didn't see how
They milked her. I tried, and she made a great row;
Her feet in the air,
Her tail everywhere,
My cousins a-laughing. I don't think 'twas fair.

The pigs were a sight!
The lambs were not white,
As they are in the pictures. The hens weren't polite.
I never intended
To make them offended;
But I tell you 'twas awful the way one old hen did.

Because, just for fun,
I tried to catch one
Of her chickens. But, bless you! it never was done;
For she rose and she rose,
And she opened her nose
Right at me. 'Twas frightful, as you may suppose.

And they all, just for spite,
Hid their eggs out of sight:
I never could find them. That surely wa'n't right.
I have no idee
What their reason could be
For being so very uncivil to me.

Some one has mistook;
For the barnyard don't look

A bit as it did in the "Second Reading Book,"
Where dear Mary stands,
With the dish in her hands,
And the fowls seem to hear and obey her commands.

But I wanted to do
As dear Mary did; so
I fed them one morning, or tried to. Oh! oh!
I had on my red sash,
And the gobble went dash!
And sent me down into the water-trough, splash!

I asked Cousin Marie
How it ever could be
That the butterflies made such nice butter? Dear me!
She laughed till I thought
I should die on the spot.
It is cruel to laugh at mistakes, is it not?

There was no babbling brook,
And no shady nook
Full of violets. *That's* in the poetry book.
And the new-mown hay—well,
I'm sure it don't smell
As it does in the bottles. Of course, you won't tell.

There were more just about
Such trials no doubt;
You can see 'twas sufficient to quite wear me out.
I am very much grieved,
For I always believed
In the country. It's dreadful to be so deceived.

Now I and my dolly,
Sweet Claribel Molly,
Are back in dear Boston. I tell you it's jolly.
The country may smile
(In the books) all the while;
But we don't like the country. It isn't our style!
—N. Y. Independent.

Little Gustava.

Little Gustava sits in the sun,
Safe in the porch and the little drops run
From the icicles under the eaves so fast,
For the bright spring sun shines warm at last,
And glad is little Gustava.

She wears a quaint little scarlet cap,
And a little green bowl she holds in her lap,
Filled with bread and milk to the brim,
And a wreath of marigold round the rim.
Ha! ha! laughs little Gustava.

Up came her little gray coaxing cat,
With her little pink nose, and she mews, "What's that?"
Gustava feeds her, she mews for more,
And a little brown hen walks in at the door.
"Good-day," cries little Gustava.

She scatters crumbs for the little brown hen,
There comes a rush, and a flutter, and then
Down fly her little white doves so sweet,
With their snowy wings and their crimson feet.
"Welcome!" cries little Gustava.

So dainty and eager they pick up the crumbs,
But who is this through the doorway comes?
Little Scotch terrier, little dog Rags,
Looks up in her face and his funny tail wags.
Ha! ha! laughs little Gustava.

You want some breakfast, too? and down
She sets her bowl on the brick floor brown,
And little dog Rags drinks up her milk,
While she strokes his shaggy locks, like silk.
"Dear Rags!" says little Gustava.

Waiting without stood sparrow and crow,
Cooling their feet in the melting snow.
"Won't you come in, good folk," she cried;
But they were too bashful and staid outside.
Though "Pray come in," cried Gustava.

So the last she threw them, and knelt on the mat,
With doves and biddy, and dog, and cat,
And her mother came to the open house-door.
"Dear little daughter, I bring you some more,
My merry little Gustava."

Kittie and terrier, biddy and doves,

All things living Gustava loves;
The shy, kind creatures 'tis joy to feed
And oh! her breakfast is sweet indeed
To happy little Gustava.

—Celia Thaxter.

Ten Of Them.

(A Kindergarten Finger-Play.)
By CLARA J. DENTON.

a Ten rosy apples high up in a tree,
b Safely there hidden where no one can see.
c But when the wind comes rocking to and fro,
d These rosy apples to the ground must go.

a Ten little birdies perched upon a wall,
Chirping and crying lest they get a fall,
b Wishing and wishing for yonder tree so high,
c Now, they spread their wings and away they fly.

a Ten little froggies on the brooklet's brim,
b Wondering and wondering if they'd better swim,
Watching the water shining in the sun,
c "Chug," calls an old frog—in goes every one.

a Hold up the hands, fingers spread out,
b Close hands suddenly,
c Wave hands gently,
d Drop hands at side suddenly.

a Hold up the hands, fingers outspread,
b Point off right,
c Spread out hands and make motions like the wings of a bird.

a Same as foregoing.
b Move the hands slowly back and forth, imitating the motion of the head when a person is considering.
c Clap the hands together with a loud report and then drop quickly at the sides.

Doll's Drill.

I have found the "Doll's drill" planned by Dr. De Motte, very entertaining.

Have nine girls arranged in a semicircle, each carrying a large rag-doll (life size).

Let the middle one carry a black-faced baby.

Here are the directions:

- | | |
|---|-------------------------------|
| 1. Mark time. | 14. Front. |
| 2. March. | 15. Trot. |
| 3. Halt. | 16. Erect. |
| 4. Front. | 17. Teach obedience. |
| 5. Present. | 18. Amuse. |
| 6. Shoulders. | 19.* Prepare for inspection. |
| 7. Carry. | 20. Reverse. |
| 8. Trail (hold by the head, and let the skirt sweep the floor). | 21. Correct (spank). |
| 9. Mark time. | 22. (Hush (sing sleepy song). |
| 10. Double quick. | 23. Rock. |
| 11. Halt. | 24. Erect. |
| 12. Front. | 25. Shoulder. |
| 13. Teach grace (manners). | 26. Mark time. |
| | 27. Double Quick (exit). |

*Take a brush from the pocket, comb hair, clean face, and adjust dress.

The Elf and the Dormouse.

Under a toadstool
Crept a wee Elf,
Out of the rain
To shelter himself.

Under the toadstool,
Sound asleep,
Sat a big Dormouse,
All in a heap.

Trembled the wee Elf,
Frightened, and yet
Fearing to fly away
Lest he get wet.

To the next shelter,
Maybe a mile!
Sudden the wee Elf
Smiled a wee smile.

Tugged till the toadstool
Topped in two.
Holding it over him
Gaily he flew.

Soon he was safe home
Dry as could be.
Soon woke the Dormouse
"Good gracious me!"

Where is my toadstool?"
Loud he lamented.
—And that's how umbrellas
First were invented.

—St Nicholas.

My Kitty.

Tune: "My Bonnie."

My kitty has gone from her basket,
My kitty has gone up the tree,
Oh, who will go up 'midst the branches
And bring back my kitty to me?

Chorus.—Bring back, bring back,
Oh, bring back my kitty to me, to me,
Bring back, bring back,
Oh, bring back my kitty to me.

The dog that lives down by the river,
That dog with the very loud bark,
Has frightened poor Kitty so dreadfully
Up there she is mewling. Just hark!

Chorus.—Bring back, bring back, etc.

They say that when some folks are frightened,
Their hair will turn perfectly white,
And if kitty stays up there all morning
She won't have a black hair by night.

Chorus.—Bring back, bring back, etc.

The Railroad Train.

FOR SEVEN BOYS.

(From Ten Dialogues in Rhyme, for Primary Schools.)

First boy (*advancing and turning so that he stands with his face towards the audience*):

One is the engine, large and grand,
That waits for the engineer's command;
One is the engine, shining and fine,
That stands at the head of the cars in line.

Second boy (*coming forward and standing behind first*):

Two is the baggage-car, ready to go,
Watched by the baggage men, all in a row;
Two is the baggage-car, solid and strong,
That carries the trunks and valises along.

Third boy (*ranging himself in line*):

Three's the express-car with double locks;
Send what you please in a parcel or box;
Three's the express-car, yellow or brown,
That carries the money from town to town.

Fourth boy (*crossing into line*):

Four is the postal-car. Letters are here,
Written by friends to friends who are dear.
Four is the postal-car, open to all,
That carries the letters for great and small.

Fifth boy (*in line*):

Five is a passenger-car, just made,
Upholstered in plush of the latest shade;
Five is a passenger-car, so gay,
That carries the people who ride by day.

Sixth boy (*in line*):

Six is a sleeping-car, pleasant sight,
In comfort and peace you may ride all night.
Six is a sleeping-car, gorgeous and bright,
That carries the people who ride by night.

Seventh boy:

Seven's a dining-car, charming and cool,
With tables and chairs and a vestibule.
Seven's a dining-car, large and neat,
That carries the people who travel and eat.

All together:

This is a train, all ready to go,
That works for all of the world, you know.
That goes as fast as a bird with wings,
Clear the track! Clear the track! when the loud
bell rings!

—Minna C. Smith.

[We suggest that the boys stand with the left side to the audience, each reciting his verse before turning, and that the engine boy carry in his right hand a bell. Let the last stanza be recited in a shout by three boys instead of seven boys, while three others produce a loud "Ch—ch—ch—ch!" and the seventh a prolonged and continuous "Sh!" Let the engine boy swing the bell to the slow count of one, two, three—backward for one, forward for two, and a pause for three. He can at the same time have charge of "Sh!" emphasizing it a little at one and two. At the close let the engine give a short start forward and the cars come up with a jerk behind. Repeat this, and then let the train move steadily off, keeping up the various sounds that accompany its starting.]

The Blue-Bottle.

A big Blue-bottle came buzzing by,
With steel-blue body and great round eye;
She was looking about for a proper place
To brush the dust from her hands and face.

She lighted upon the little lad's book;
Her head she rubbed and her wings she shook.
Then, spying a page of pictures nice,
She danced a hornpipe once or twice.

"Shoo!" cried the little lad, "Oh, shoo!
What in the world are you trying to do?"
"What am I trying to do, indeed?
Why, just what you are—learning to read."

The little lad laughed, and away again
She flew with a rush to the window pane;
"This is more fun than reading," she said,
As she butted and bumped her silly head.

—Our Little Men and Women.

Fretting Jennie.

Little Jennie, fretful,
Sitting in a tree,
Worried at the buzzing,
Of a bumble bee.

Said she had a headache,
Wished it would be still;
Knew it buzzed on purpose
To defy her will.

Buzzing bee was happy,
Busy at its work,
Gathering stores of honey—
Never thought to shirk;

Never thought of Jennie,
Fretting in the tree,
It was such a happy,
Busy little bee.

Jennie grew more fretful
When it answered not;
Said 'twas really hateful—
That was what she thought,

Still the bee kept buzzing,
Glad its sphere to fill;
Discontented Jennie
May be fretting still.

Are there not some Jennies,
Boys and girls, you know,
Who to fret at others
Are not slack or slow.

Forth to duty, children!
Like the busy bee,
Minding not cross Jennie,
On her fretting tree.

Greedy Tom.

What does Tommy think about
In the pleasant Spring—
When the willow-flowers are yellow,
And the brown bee, blundering fellow,
Buzzes in the cherry blossoms,
And the robins sing?

"Maple sugar, rhubarb pie,
Sparrow-grass, and lettuce,
Roasted veal for dinner, now,
Biddy's sure to get us!"
This, I fear, is everything
Tommy thinks about in spring.
O! I would not like to be
Such a greedy boy as he.

—Marion Douglas.

The Empty Nest.

We found it under the apple tree.
Torn from the bough where it used to swing,
Softly rocking its babies three,
Nestled under the mother's wing.

This is a leaf, all shriveled and dry,
That once was a canopy overhead;
Doesn't it almost make you cry
To look at the poor, little, empty bed?
All the birdies have flown away,
But birds must fly, or they wouldn't have wings;
Don't you hope they'll come back some day?
Nests without birdies are lonesome things.

Deep in the mother's listening heart
Drops the prattle with sudden sting.
For lips may quiver and tears may start;
But birds must fly, or they wouldn't have wings.

—The Whole Family.

Teacher.—"Tommy, which is of the most importance, the sun or the moon, and give reasons?"

Tommy.—"The moon, 'cause it shines at night when it's dark and the sun shines in the day when we don't need any light."

Akron teachers are extravagant in their praise of THE JOURNAL, and THE INSTITUTE.
FRANK O. PAYNE,
Akron, Ohio.

Editorial Notes.

The first thing our readers will notice on receiving this first issue of Volume III. of the PRIMARY SCHOOL JOURNAL, will be that it is a larger paper than ever before, by four pages. It will next be observed that these pages are not numbered, but are arranged for easy separation from THE JOURNAL because they bear matter for the pupils to handle and read. The addition of a loose cover and the removal of the Story Pictures from the middle of the paper to this cover (a change made toward the close of the last volume) add two more pages to the gain in available space for School-Room material, so that THE PRIMARY JOURNAL begins this year with at least six pages more of direct and practical help for primary teachers than it could present a year ago.

Four of these pages will continue to be devoted to the LILLIPUTIAN. Teachers may remove this from THE JOURNAL, fold it as its page numbers indicate, and pin or sew together in magazine form. If a binding is desired, covers may be made of manilla or colored paper and ornamented to taste.

Teachers will probably want extra copies of the LILLIPUTIAN for distribution to pupils. Some of the little ones, also, may want to subscribe for it. Should a demand arise for extra copies of this little paper separate from THE JOURNAL, the publishers will fix a price and supply it to order. Teachers are urged to communicate with E. L. Kellogg & Co. on this question.

This number of the PRIMARY SCHOOL JOURNAL is in some respects not "regular." Certain material has been crowded out and certain departments expanded to admit articles which have a bearing upon the entire year's work. The first work of the primary teacher, with little ones entering school for the first time, is predominantly language work. Language work may be made to cover the beginnings of everything, but it is, more essentially than anything else in September, the teacher's road to acquaintance with her pupils and the most adaptable means of bridging the gap between home ways and school ways. On this account, we devote more space this month to language than to any other of our eight departments.

"First Reading," by Annie Coffin, is an unusually long article for THE SCHOOL JOURNAL. We usually divide such an article and print part at a time. In this case, however, as it gives a bird's-eye view of a whole term's work, it seemed desirable that the teachers should have it all in hand at once, so as to decide the more readily whether or not to adopt its plans. Don't skip it then because of its length, but read it all the more attentively. The articles on the "Combined Method of Teaching Reading" will be continued from month to month.

There is excellent matter in the June *Public School Journal*, edited by Geo. P. Brown. He discusses very ably the "Relative Value of Studies" and several other subjects, such as "Physiological Psychology," and "What is Geography?" There is a solidity to this paper that is really refreshing. It takes the same view concerning the value of Dr. Rice's report of his visits that THE SCHOOL JOURNAL did. "Much of it ought to be written on the sky that it might not be forgotten until the reforms it urges are realized."

The number of teachers aiming at pedagogical advancement is steadily growing. A new movement is evidently in progress. The many letters that have come to our desk from subscribers in the past year give evidence that there is a large class of earnest teachers desirous of making a better and broader preparation for their work. A teacher writes from Nashville, Tenn.:

"About the first of February a score of the city teachers organized the Nashville Pedagogical Association to encourage, and promote a proper and systematic study of History of Education, Educational Psychology, Pedagogics, and Methodology, and to cultivate a professional spirit. EDUCATIONAL FOUNDATIONS was a regular visitor. It has undoubted worth. It seems to contain at all times the very best thought."

The following appeared in the editorial column of the August number of the *School Education*, Minneapolis: "The article, 'Fear as a School Incentive,' printed in the June number of SCHOOL EDUCATION, should have been credited to the New York *School Journal*, for which it was written by Dr. E. E. White. We gave credit to the *Educational News* because it appeared in that journal as original matter. To give proper credit is what every paper should do, and the mistake is deeply regretted." The *News* will probably take the hint.

The report of the labor commissioner, of Iowa on the teachers' salaries has been a disagreeable surprise to all who thought that the Hawkeyers were very liberal in the support of their schools. Returns, which appear to be thoroughly representative, show an average salary of only \$243.16 a year for women and \$298.30 for men. This is much below the wages paid unskilled labor, and hundreds of teachers only obtain their subsistence through help from relatives and friends, their pay not being enough to secure food and clothing. The schools are already suffering by reason of the small salaries given teachers, since men and women of ability are more and more loath to enter so ill-paid a profession. The old rule was to refuse a certificate to any applicant for a teacher's place who could not correctly answer at least 80 per cent. of the questions asked at the examination; but so low has the standard sunk that some county superintendents have been compelled to issue certificates to applicants who failed to answer correctly more than 55 per cent. of the questions, in order to get any teachers. If there are other states as niggardly in educational matters as Iowa, show them up.

The announcement of honors at the University of Chicago after the initial year may possibly shed light on the reluctance of our older universities to throw open their emoluments and rewards on equal terms to men and women, says the *Nation*. Eleven of the general fellowships have been won by women, although they numbered less than one-third of the applicants for these desirable appointments. The new fellows are graduates of Bryn Mawr college, University of Cincinnati, Cornell university, University of Michigan, University of Minnesota, Syracuse university, Vassar college, (two students), Wellesley college, University of Wisconsin and Western Reserve university. Of three new "special" fellowships two will be held by women—that in history by a graduate of Vassar and one in English by a Ph. M., of the University of Chicago. The relative proportion of male and female students did not justify expectation for more than a modest showing of women in the honor list, but their success all along the line buttresses two claims made by the advocates of university education for women, namely, women's mental capacity and the high grade of work now being done by them at various educational centers. The thirteen fellowships just assigned to women at the University of Chicago represent preliminary college work broad enough to include special training in mathematics, Greek, Latin, Romance languages and literature, English, political science, history, physiology and biology. Discussion of the question whether or not there is any significance in the fact that eight of these winners have been trained at co-educational institutions we leave to those who delight in social dialectics.

The teachers of America have heretofore heard but little of the educational system of Russia though the newspapers and magazines have been very liberal in granting space to matters concerning other affairs of that country. The Russian educators at the recent congress have stirred up an interest that will most likely result in bringing about a better acquaintance with the schools and teachers of the czardom. Prince Walkomky in an address before the women of Chicago, described the teachers of some of the village schools, who are prepared in the diocesan female schools. He said: "For over three years I had the opportunity of closely observing these girls at their work, and I must say we cannot have enough respect and admiration for the genuine apostolic mission they fulfill. Buried in some distant village, miles away from a railroad, separated from her family, such a young creature undertakes her struggles for life, depending on a poor and illiterate community, which is not always able or willing to pay her ridiculously small salary. For twelve rubles (\$6) a month she has to provide for herself; a peasant's hut where she finds lodging for twenty rubles a year becomes her home; the peasant's family her only social recourse if there is no priest in the village or no land-owner's house in the neighborhood. The rare visits of the educational inspector or of some member of the district schools committee and the annual arrival in the spring of the examination commission are the only events that break the monotony of her life."

If you could be for a time in our large offices and look over the thousand books prepared expressly to help you, you would doubtless select an armful. But we have a new catalogue that does just this—shows all the helpful books of all publishers, published for you from 10 cents up—the cheap and higher in price. Until now no one attempted to keep all these in stock, but we do this and the Columbian catalogue tells concisely the valuable qualities of each book. So that to have this is about as good as coming to our offices. Send 6 cents for this catalogue and I make a purchase now. We try to conduct our book business so fairly that every teacher who once buys a single book of us will continue to purchase. Prices as low or lower than elsewhere and a far larger assortment to select from.

Mrs. Julia M. Dewey, who has been for the past five years principal of the training school at Lowell, Mass., has been chosen as superintendent of the schools at North Adams, in the same state. Her work in the large training school was of a kind that can be done by but few persons in this country; she is able to move on pedagogical lines, being a thorough student of the most scientific methods. Her new field of labor will have the benefit of years of thoughtful investigation. North Adams is to be congratulated; its educational work will be on a higher plane. Mrs. Dewey is a clear and able writer as well as speaker; she is remembered in New York state for her devotion to educational advancement.

The Longfellow homestead on Congress street in Portland, which was Henry Wadsworth Longfellow's home in his youth, has been presented to the Maine historical society by the poet's sister, Mrs. Ann Longfellow Pierce. With the gift is coupled the condition that the two front rooms shall be always preserved as the "Longfellow Memorial Rooms," and that within six months after her death a suitable library hall shall be begun.

State Supt. Thompson, of Kentucky, announces that the per capita of the state school fund for this year will be \$2.85. This is a considerable increase over last year when it was \$2.50. The number of school children in the state, as shown by the school census, is nearly 712,000.

The causes of our financial strait are mainly two:

1. The great change in our international trade as compared with last year, and 2, the issue of currency under the "Sherman act." Our exports during the eleven months of the present fiscal year, '92-3, have been nearly \$200,000,000 less than during the eleven months in the fiscal year 1891-2. The imports are over \$100,000,000 larger in '92-3 than in 1891-2. The decline in the exports is due to the fact that Europe is not so large a buyer; she had good crops herself.

The increase of the imports is due mainly to the fact that the McKinley tariff act checked importations in '91-2, which is made up by large imports in '92-3. This causes a heavy balance of payments to be made by us to Europe, and a very large outflow of gold took place. The drawing out of this gold led the banks to contract their loans, and thus many failures took place.

Under ordinary circumstances this outflow of gold would have been accepted as inevitable and not have caused much anxiety. But by the "Sherman act" the government purchases a large amount of silver each month; the direct obligations of the treasury to pay in gold were increased at the same time that the means of meeting these obligations in gold were decreased. The act intensified financial embarrassments, and especially created a spirit of hesitancy and distrust which would create embarrassment even under favorable conditions.

It is apparent that few of our legislators know much about finance. There is need of men of good mental training in the halls of Congress.

During the great fire in Boston, Mass., in 1872, Bishop Phillips Brooks, who was at one time a teacher in a Boston school, illustrated a remarkable phase in his character, according to the *Boston Journal*.

After seeing his church in Summer street destroyed, Dr. Brooks went to the store of Shreve, Crump & Low, the jewelers. Their doors were barred and their shutters were secured, for the store stood in the track of the flames, and a rough crowd had already gathered in anticipation of a chance to plunder and loot.

Several of the men at the head of the establishment were friends of his and to them he said: "Gentlemen. I am here to do anything for you in my power. Make any use of me which is possible."

The jewelers were at first averse to accepting such distinguished services, but at last yielded to his earnest entreaties. They loaded him with diamonds and valuable jewelry. The door was unbarred and out through that crowd of roughs walked Phillips Brooks, carrying on his person valuables worth many thousands of dollars.

The act must have been suspected by the crowd, yet not a hand was put out to strike or even to touch him. Towering above them all, he inspired a respect or fear which proved a perfect protection. His magnificent courage enabled him to discharge his trust and leave the valuables in a place of safety.

Our monthly, THE TEACHER'S INSTITUTE, will hereafter be published 10 months a year (omitting July and August) and the price will be the popular one of \$1.00 a year. The September No. begins the sixteenth year and volume. A very large number of subscribers to THE JOURNAL are principals and superintendents, and will be glad to know of this change so that they can get up clubs. See special premium offers on another page.

Kindergarten Progress in New York.

[CONCLUDED.]

(First part appeared in SCHOOL JOURNAL, August 19, 1893.)

ALBANY.

The first kindergarten in Albany was established in 1872, and was conducted for a year or two and then abandoned.

In September, 1885, a kindergarten department was added to the state normal college at Albany, a kindergarten started, and Miss Effie M. Fraits, who had been trained in Germany, was placed in charge.

In September, 1890, a training class was added, and later Miss Ida M. Isdell, succeeded as principal.

Through the efforts of Charles W. Cole, superintendent of the city schools, and Miss Euretta Crannell, who was then principal of the teachers' training class, kindergarten methods were introduced into the public schools, about 1885 with highly satisfactory results, and in 1887 regularly equipped kindergartens were established.

All the public school teachers are now required to take a year's course in the city normal training school, which includes a course on kindergarten theory and methods. While this does not give a complete course of kindergarten training, it is of great value in bringing the teachers into sympathy with kindergarten methods, which adds greatly to the harmony, as the children pass from grade to grade.

The Crannell free kindergarten was started in April, 1889, under the auspices of the Albany W. C. T. U., with Miss Wilson, of New York as kindergartner, and from the start, a small normal training class was conducted in connection with it.

In October, of the same year, Miss Olive Smith came from Chicago, and took up the work, and has carried it on with increased success. The training school is free to all who wish to become missionary kindergartners. This is and always has been the only mission kindergarten in the city.

Albany now has 15 public kindergartens, with 15 trained teachers, and 900 children in attendance.

Kindergartners' Association.—In 1890 the kindergartners banded together into an association, which is now presided over by Miss Anna P. Irwin, and has grown to over 60 active and associate members.

ROCHESTER.

The first private kindergarten was started by Miss Bessie Graves in the spring of 1885.

In 1887, through the influence of Mr. Henry Lomb, president of the Mechanics' institute, a kindergarten was started in one of the public school rooms, in charge of Miss M. E. Tooke, and conducted at the expense of the institute.

A kindergarten association grew out of this, which organized a training class, and six pupils undertook the course of training, giving their time as assistants, in exchange for same.

At the expiration of one year, the board of education decided to adopt it into the public schools, so that in the fall of 1888, six public kindergartens were started.

After the kindergartens became a part of the schools, this association was disbanded, having trained 22 kindergartners. Training work has been continued by Mrs. K. Whitehead, who has a normal class in connection with the St. Andrews mission kindergarten, also by Miss Otten.

In 1892, Miss M. L. Madden was appointed supervisor of kindergartens. In 1887 there was but one public kindergarten, with about 75 children, whereas in 1893, there are nine, accommodating 600 pupils, with a force of 35 kindergartners in charge, and more kindergartens are planned for the coming fall.

The work of the kindergarten department is represented at the World's fair, with the Rochester public school exhibit. Rochester is justly proud of its kindergartens.

OTHER CITIES.

A private kindergarten was started in Syracuse, in the year 1877, by Mrs. M. C. Still, which is now in successful operation. Through her influence, the Woman's educational and industrial union organized a mission kindergarten in 1886.

In 1891, Miss Anna C. Boardman started a kindergarten in connection with one of Utica's public schools, which has proved very successful. In September, 1892, two more were added, and still more are planned for the coming autumn, also a kindergarten association is in process of formation, which will materially stimulate progress. Miss Boardman gives kindergarten talks to the Utica training school, and is doing other missionary work for the cause.

Jamestown has a very successful free kindergarten under the Woman's Christian association, besides private kindergartens.

Many other towns are enjoying the beneficent influence of the kindergarten, and the number is growing with increasing acceleration.

CHAUTAUQUA.

A good work and one which carries the influence of the kindergarten far beyond the limits of this state, is the summer training school and kindergarten, conducted every year at Chautauqua by Miss Francis E. Newton.

An encouraging feature of this work is that young ladies who are casually interested here, go to established training schools and complete their courses. For the coming year the kindergarten is to be free, which will undoubtedly add greatly to its influence and success.

According to the reports of the bureau of education there were 11 kindergartens in the state in 1892, with 23 teachers and 429 pupils. The numbers given for 1893 are: 170 kindergartens, 313 teachers, 7,750 pupils.

SPECIAL ESTIMATE FOR 1893.

From reports procured specially for this compilation, the following estimates are made:

There are 25 cities and villages in this state, having one or more kindergartens, about 275 kindergartens, over 400 kindergarten teachers, and nearly if not quite 10,000 children enrolled.

There are 14 cities and villages having kindergartens in connection with their public schools, also nine kindergarten associations and 15 charitable and church societies, maintaining free kindergartens. This showing doubtless equals if not exceeds any other state in the Union.

There are 18 normal training classes in this state, in which 243 young women are now being trained for kindergartens. This number is constantly increasing, and is one of the most potent factors in the spread of the kindergarten. While there are serious obstacles in the way of the establishment of truly Froebelian public kindergartens, it is patent to any close observer that the current has set strongly in this direction, and that the inauguration of the kindergarten into the system of public instruction in this state is inevitable, and that in a short time the kindergarten will be free alike to the children of the rich and the poor.

A superintendent of schools has left with the publishers a six per cent. bond of a city water company for \$1,000. It will be sold at a moderate discount, as its owner is going to leave teaching. Address the publishers; the opportunity should be seized on by some one who has money to invest.

Brief Notes.

Two Chinese women have been enrolled in the University of Michigan.

The Somerset County Educational association will meet in Pittsfield, October 6 and 7.

Ex-State Supt. Waller, of Pennsylvania, has been appointed principal of the state normal school at Indiana, Pa.

Australian schoolmistresses in Victoria state schools can earn a possible \$1,500 for their yearly salary.

Prof. Daniel Fulcomer, formerly of the Indiana Normal university, at Evansville, Ind., has been elected president of the Western Michigan college, at Grand Rapids, Mich.

On August 28 the House of Representatives passed the bill to repeal the Sherman law (to purchase 4,500,000 ounces of silver each month). Yeas, 240, nays, 110. This was sent to the Senate.

A German philanthropist has left between four and five million marks to the city of Berlin to be used for the founding of a retreat for aged teachers whose pensions are not sufficient to enable them to live in the comfort which they enjoyed while actively engaged in their profession.

The New Jersey parochial school bill has been declared unconstitutional. Catholics must support their own parish schools, if they wish them sustained. The constitution of New Jersey forbids that any donation of the land, or appropriation of money shall be made by the state or any municipal corporation to or for the use of any society, association, or corporation whatever. A good clause to be placed in any state constitution.

Supt. James A. Foshay, of Pasadena, Cal., has recently been elected assistant superintendent of the Los Angeles schools. Supt. Foshay is well known in the state of New York, having served as school commissioner of Putnam Co. for several terms, at the same time being an officer and active worker in the state association of school commissioners. Supt. Foshay's administration at Pasadena has been a pronounced success and his election to Los Angeles is a deserved promotion.

Prof. E. E. Barnard has returned from his European trip bearing the gold medal awarded to him by the French Academy of Science as the Lalande prize for the greatest discovery of the year in astronomy, this being the discovery of the fifth satellite of Jupiter by the Lick telescope. He says that they have no instruments superior to ours, and that America leads the world in the science of astronomy. Prof. Barnard denies that he has any idea of accepting the position of chief astronomer at the Chicago university.

According to official statistics the total number of schools in the whole German Empire is 56,563, pupils 7,925,688, teachers 120,032, of whom 13,750 are women. The figures for Prussia are, schools 34,742, pupils 4,916,476 and teachers 70,767, 8,484 being women. In the entire empire the scholars are 16.03 per cent. of the population; in Prussia 16.54. In Germany outside of Prussia there is one teacher to every 61 pupils; in Prussia one to every 70. These teachers receive from \$150 to \$500 a year. The annual cost of educating a child is in Prussia \$7.14; throughout the rest of the Empire \$7.68.

As long as girls exist they will probably be done up, like books, in sets, writes Anna Robertson Brown in a valuable article on "The Girl Who Goes to College" in the September *Ladies' Home Journal*. Just a word about these cliques. The common interests, the freedom in fun, the hearty fellowship, and the enthusiastic friendships are the right side of cliques. The wrong side is the cold stare, the quickly-turned shoulder, and the disdainful remark to the other girls who are not in that particular set. College cliques gradually resolve into two leading ones, the intellectual and the social. The social set dominates because those whose chief pleasure is to charm and amuse each other make a more homogeneous whole than the independent thinkers who are living and working out separate problems for themselves. The leading clique sets the fashion, molds public sentiment, and influences the current college tone. Now this power should tell in the right direction. Let this set maintain order and respect to the faculty, not only to those whose brilliant talents command the admiration of all, but also to those equally worthy, whose eccentricities are too often made the subject of unkind jests.

If you decide to buy Hood's Sarsaparilla, do not be induced to take any other medicine.

Correspondence.

A Means to Noble Ends.

The new drawing course in Brooklyn is explained to the teachers at monthly meetings. Returning to my work as a teacher after several years' absence, I was inclined to agree with some of my associates who complained of waste of time at these meetings, and of the general uselessness of the system. It seemed to me at least that too much detail was forced upon the teachers in these monthly explanations.

It has slowly dawned upon me, however, that our very disregard of the value of these details was what lead those who introduced the system to be so minute. As I begin to see the end from the beginning, I realize that all is important.

The great value of this system, as I am learning to understand it, is that it makes itself a means to higher ends. It is not to get certain figures down, certain clay forms perfected, certain paper patterns cut out and arranged. It is to induce certain organic effects in the mental growth of the children. And I see these effects very clearly in my own class, toward the close of a term of conscientious work in following out the system in drawing. The work cultivates fineness of touch and of discrimination through touch; it teaches how to handle, but more important is the skill in thinking that comes with the skill in handling; it trains the judgment (the child learns to see ahead into mechanical and artistic effects); it teaches systematic observation, for lack of which I myself have been a very great loser in the economy of life and work, and the enjoyment of art and nature; it trains to careful attention in listening to directions and intelligent precision in following them (it has some of the values of tactics in this respect); it trains the critical faculties, leads to independence in artistic arrangement and cultivates a general love of neatness that has produced a marked change in the slate work and compositions (not only is the composition more neatly placed upon the paper, but the thought material it contains is better arranged in paragraphs etc.).

In short, the results of the drawing work show in every other department. The thinking is clearer, more capable, more willing. The attention is steadier and more easily held upon a subject. It is easier to know whether the children do not understand a thing, because they are more likely to recognize and acknowledge their own failure to do so. They want to know; for the first time in my teaching of a similar grade in a similar neighborhood. This unexpected development of thoughtfulness has raised my opinion of the poorer classes. It seems that their children need only to have the right method applied in their education. Whether this is the right or the best method I do not pretend to know. I only feel that it has accomplished some very significant and important things, that methods formerly prevailing where I have taught failed to do.

I wish I could lead all my fellow teachers, some of whom remain indifferent toward the drawing work and do it perfunctorily, to feel as I do about it, and I am sure they would, if they would only try to catch the spirit of it, enter into that spirit and do one term's sympathetic work with it. I am sorry to say that some of the principals are indifferent in the matter, and this keeps up the indifference of certain teachers. A BROOKLYN TEACHER.

I would like to get a little point of grammatical information settled through the columns of your next issue.

A number of boys had been in Chicago. After they returned home I saw one of them. How would I express it in a sentence? Should I say "I saw one of the boys who were in Chicago," or should I say, "I saw one of the boys who was in Chicago?" Does not the use of a plural or of a singular verb change the meaning of the sentence? As we have had considerable discussion on this point an answer would oblige. R. J. W.

Yes, the two meanings are different. If you want to particularize the boy you saw as one of those who were in Chicago (as you evidently do) you must use the plural verb, to agree with the plural *who*, which has for its antecedent, *boys*. But if you mean to particularize the boy you saw as having been in Chicago, to the exclusion of the others, who have not been in Chicago, then *who* is singular having for its antecedent the pronoun *one*, and must take the singular verb. It all depends on what you mean by *who*.

You have in your publication invited teachers to discuss questions of importance in school matters, and I avail myself of the opportunity of asking help. The question of *how* to teach morality weighs heavily on my mind and conscience. A bad boy's comment on a lecture stopped my efforts in that direction. Although nearsighted, my hearing is very acute, and his whispered disapproval reached my ears. "Oh!" said he, "I have heard that 'rot' all my life. Chestnuts!" Of course when occasion requires, I improve any special fault; but to-day a very serious offence required immediate correction. I am doubtful if I acted wisely. Lectures have proved futile in my case. It may be because I have not the gift of tongues, the art of putting things forcibly and well. The average child is not noticeably impressed by abstract moralizing on vital truths, and it is the average child I have principally to deal with. It has been my fate to have taught where home influence has been a hindrance rather than a help in many cases. A child is apt to think the parents know best, and it is a doubtful good, to correct this tendency in a right direction, but you know it is easier to make an impression than to erase one. I find often that children remember an amusing error where they have forgotten the correct form of the sentence. A lady cannot correct a child when both parents are present (at home) and yet I sometimes feel that I have done the child an irreparable injustice to allow a rude act or an impolite speech to pass uncorrected.

I read a psalm, and have the Lord's Prayer recited every morning, but unfortunately, I have no musical talent and cannot sing; so in that way lose the help of one of the most refining of influences.

And the question of adequate punishment, for in every school-room some kind of punishment is necessary. I regard whipping at home or in the school, on a par with capital punishment in the state, the extreme penalty of the law, of doubtful good even as a warning example; scolding is out of the question, useless to the child and derogatory to the teacher. Here, "keeping in" is often impossible. Many days the children are necessarily confined to the small and uncomfortable room because the playground is wet and muddy, and this punishment would not then be available, as innocent and guilty would suffer alike. It would be of benefit, at least to me, if teachers would discuss these questions from a practical, common-sense view, not theoretically as what might be well, but to

give actual experience and tried methods. No one method could cover such a broad scope, but helping ideas might be suggested, not alone from those who have long and continuous terms, comfortable rooms, suitable apparatus, good officers, and well graded classes. Many country schools have none of these advantages.

It would be a favor to me if you would formulate this need of mine into an expression fit to meet the eyes of your subscribers, and I will hope for some help from those who can understand the situation of one who dearly loves children but feels that she signally fails to do all that might and should be done for the immortal souls under her guidance. S. E. HEFLIN.

Miss Hefflin's modest and earnest letter hardly needs the editorial re-writing she asks for it. Her defect is diffidence—a serious one, because it leads her to exaggerate her own failures, to underestimate her successes and to forsake a line of effort before she has adequately tested it. The bad boy's comment did not prove that the school was not touched by the lecture. It only proved that he, individually, was not strongly impressed. An after-school talk alone with that boy might have carried the "Lecture" home to even him, in some measure. The teacher should have had more faith, both in herself and in the ultimate triumph of good in human nature.

Nearsightedness and inability to sing are disadvantages, but "one who dearly loves children" and feels her responsibility as their teacher, has an advantage that far outweighs these defects. Our suggestions are:

1. Wear glasses, or keep your bad boys within your range of clear vision. Or, wear glasses, and still keep the wayward near you, that you may cultivate your magnetic power (which is usually deficient in the self-distrustful) upon them and control and benefit them as much as possible by your personal nearness.

2. THE JOURNAL often publishes new verses adapting popular airs to school purposes. Choose leaders of song from among your pupils. Use these adaptations and such other songs as your children know and are fond of. Insist that they shall sing softly, with very rare exceptions when enthusiasm of sentiment may demand volume of tone. Reduce the singing almost to a whisper sometimes. A hum or a murmur will train their voices when shouting would spoil them. Join in softly yourself. We doubt your inability to sing. We are impressed that you have more ability in most directions than you give yourself credit for. There are very few people who really cannot sing, but a great many who *think* they cannot. Join in for awhile, and you may some day find yourself able to lead the school.

For the rest, our series on School Incentives and one that is coming on School Management, should afford very much of the common-sense suggestion that you feel is needed.

What is the best way of curing baby-talk—for instance, "tat" for "cat"? A. A. S.

Hold the tip of the tongue down with a pencil. The effort to sound *t* will then result in the sound of *k*. Then direct the child to use the pencil himself. Continue this until he can pronounce without the artificial aid.

A lady sent a note to a newspaper to get a recipe to cure the whooping cough in a pair of twins. By mistake a recipe for pickling onions was unconsciously inserted, and her name attached, and she received the following answer through the "Answers to Correspondents": Mrs. L. H.—If not too young, skin them pretty closely, immerse in scalding water, sprinkle plentifully with salt, and immerse them for a week in strong brine.

We do better than this by *our* correspondents.

Are not the teachers often blamed for what is the fault of the system? A. M.

Individual teachers, yes; and the colleges are prone to undue severity toward lower school teachers as a class. Many teachers, however, deserve all this blame and more too. They are those who treat their profession as a trade. "Systems" cannot be much better until these teachers wake up. They are a dead weight upon the efforts of their struggling sisters. If you have such a teacher for a neighbor, do what you can to rouse her to a sense of her responsibility.

A Slight Mistake.—The nurse maid was very sick one morning, and when her mistress came up to see what was the matter she explained that she had a cold, and had taken some patent medicine which had been recommended for the children. "How much did you take?" asked the lady. "Well, mum, I went by the directions on the bottle. It said, 'ten drops for an infant, thirty drops for an adult, and a tablespoonful for an emetic. I knew I wasn't an infant or an adult, so I thought I must be an emetic, and the stuff has pretty nigh turned me inside out.'—*Exchange.*

A Massachusetts high school boy, when questioned in an examination as to what books were being read by the pupils of his school in connection with their study of literature, wrote: "I cannot remember all I have read. I read library books and *books that I by.*"

Nearly one-half of the teachers of Massachusetts have had professional training. This is an excellent showing.

Important Events, &c.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30c. a year.

Bering Sea Case Decided.

The Bering sea arbitrators after considering the case for several months have made their report.

They establish a closed season for all sealing above the thirty-fifth degree of latitude, from May 1 to July 31, which is equivalent to leaving only an open season from August 15 to about October, as no seals can be profitably taken in the intermediate months of the colder seasons. Pelagic sealing is excluded from a zone sixty miles around the Pribilof islands; the use of firearms, explosives, and nets is prohibited, and the vessels engaged in the business are required to be licensed and to submit to various other restrictions. These regulations are likely to make the catching of seals at sea so unprofitable or so uncertain an occupation that many will abandon it. The adoption of the regulations by a majority of the arbitrators makes them binding upon the United States and Great Britain, and they are bound by the treaty itself to co-operate in securing the adhesion of other powers.

Mr. Blaine argued persistently in support of an exclusive juris-



diction on the part of the United States in the waters of Bering sea east of the line designated in the session of Alaska, maintaining that Russia had asserted and exercised such jurisdiction, that her claims had been virtually conceded by Great Britain, and that they had passed to the United States. This claim the arbitrators refused to grant. It would have been better if Mr. Blaine had adhered to the claim of Mr. Bayard, his predecessor, for this is what the arbitrators finally agreed to substantially. If the same policy had been continued the case would probably have been settled some time ago, and the United States have been saved a large amount of damages for seizures which have taken place while the matter has been in dispute. It is said that Secretary Gresham is not enthusiastic over the decision. A large fleet of American vessels must be employed in patrolling the sealing grounds.

The Oldest American Locomotive.

The "John Bull" engine, or "Old No. 1," as railroad men love to call it, with two of the first cars that ran on the Camden and Amboy railroad, is now on exhibition at the Columbian exposition. "Old No. 1" was brought to this country in sections in 1831 and set up in Bordentown by Isaac Dripps, a young mechanic who went to the work without drawings or directions; but



JOHN BULL ENGINE AND TRAIN.

in spite of these difficulties soon had the locomotive in working order. The boiler was filled with water from a hogshead, a fire was kindled in the furnace with pitch pine wood, and when the safety valve showed a pressure of thirty pounds a trial trip was made. It was a success.

Robert L. Stevens, one of the few American mechanics who had ever seen a locomotive, rigged up a tender from a four-wheeled construction car, with an empty whisky barrel for a tank, built a pilot of white oak, and in 1833 the locomotive commenced running regularly on the Camden and Amboy. After years of service the old engine, in the early sixties, was sidetracked in Bordentown. It figured at the Centennial exposition

at Philadelphia and the Chicago Exposition of Railway Appliances in 1883. After being repaired at Jersey City for a trip to Chicago, on its trial trip, with two ancient coaches attached, it attained a speed of thirty miles an hour. One of these coaches had been used by a thrifty Jersey farmer as a chicken coop, but the Pennsylvania railroad bought it of him at a good price. Another was found several years ago in a lumber yard in a New Jersey town among a lot of rubbish, and rescued for just such an occasion as this.

FIGHTING THE CHOLERA.

All will remember the cholera scare of last year and the strong and successful efforts of the New York health board to prevent it from obtaining a foothold on shore. This year the epidemic in Europe, if not numbering quite so many victims, is fully as widespread. There has been noticeably an absence of fear that the disease would spread, even when an Italian ship with cases on board reached the port of New York, due to faith in the effectiveness of the sanitary arrangements. Russian emigrants desiring to take passage for America in the steerage are no longer allowed to enter Hamburg, and the transportation companies are forbidden to carry them. All emigrants must be registered by the police, and certain hotels and lodging houses are licensed to receive them. Their baggage is disinfected, and after six days they are allowed to go on board ship, by the American physicians who have charge of this matter at Hamburg. The ship and crew are also inspected and all the water used is drawn from artesian wells. The methods pursued at Antwerp, Bremen, and Rotterdam are substantially the same. At the Mediterranean ports, however, it has not been possible to enforce such regulations, owing rather to the deplorable attitude of the authorities than to the unwillingness of the steamship authorities to submit.

CANADA'S NEW RULER.—AN EMBARRASSING SITUATION.

Lord Derby, the governor-general of Canada, left for England recently, and Lord Aberdeen, his successor, will arrive in September. The new premier won golden opinions by his good sense and philanthropy as lord lieutenant of Ireland during Mr. Gladstone's previous term as premier. He is familiar with Canadian affairs, as he has lived for some time in that country. Lord Aberdeen is also a student of United States politics, and will strive to cultivate friendly relations with this country.

A peculiar state of affairs exists in the Canadian cabinet. Sir John Thompson, the leader of the government, is an Irish Catholic. Two other members of the cabinet are of the same nationality and creed, and there are also three French Catholic ministers. The cabinet is composed, therefore, of eight Protestants and six Catholics, and one of the Protestant ministers is a strong home-ruler. Yet Mr. Bowell, the acting premier, by moving a resolution in the Orange grand lodge, condemning home-rule and directing that money be sent to the Ulster Orangemen, placed the whole Canadian government squarely in antagonism to the policy of the present government of Great Britain and seriously compromised his party. It is said that when parliament meets Sir John Thompson will have to condemn Bowell's conduct or forfeit the support of his Irish and Catholic followers.

THREE EXPEDITIONS TO THE ARCTIC REGIONS.

That hardy Northman Nansen has had a vessel built with which he hopes to reach the north pole. She is one hundred and twenty-eight feet long, thirty-six feet beam, and seventeen feet deep. The ribs of the ship are a foot thick, are placed only two inches apart, and the intervening spaces are filled with a special composition, so that even the skeleton would be water tight were the planks stripped off. Inside, the walls are lined with pitch-pine planks alternately four inches and eight inches thick, with supports to resist pressure in every direction. Outside, there is a three-inch and a four-inch covering of oak, and outside of these a still thicker layer of hard and slippery greenheart. Bow and stern are heavily plated with iron to cut through thin ice. The interior is specially prepared to exclude the cold. The ship is provisioned for five years, carries no alcoholic drinks, and is manned by eleven stanch sailors.

Lieut. Peary, who made such a remarkable journey in Greenland not long ago, has just started out on a third expedition. He expects to attain the highest north and to spend a whole winter in latitudes never before attempted by a white man. In addition to this, the main object of the expedition is to make a complete map of the land lying to the north of Greenland, or rather, the archipelago, for it is believed that this region is occupied by an extensive group of islands. Peary takes with him some hardy pack horses, the burros of Colorado to aid the dog teams. It has been found possible to fit snow-shoes to the feet of these horses, so that they can keep up with the dogs.

An expedition is about to be made to the north magnetic pole. The party will take observations of the three elements that define

the magnetic force at any place, the declination, the dip, and the intensity, and these measurements will be immediately valuable in correcting compass errors.

THE LEGISLATURES MUST ELECT THE SENATORS.

An important question came up in the U. S. senate recently over the seating of Mr. Lee Mantle, of Montana. He was appointed senator from that state after the legislature had failed to elect any of the several candidates. The question was whether the governor of a state has a right to appoint a senator after the legislature has had a chance to elect one. The senate decided in the negative, and Mr. Mantle will therefore not be admitted. The case is of more importance from the fact that there are also candidates from Wyoming and Washington appointed under similar circumstances.

A Noted Coincidence.—While the funeral of the greatest Shakespearean actor of this generation, Edwin Booth, was in progress, Ford's theater, in which John Wilkes Booth, his brother, shot President Lincoln, collapsed and crushed to death a score of government clerks. At the time of the accident the building was occupied by a staff of government clerks compiling the war records, and by a part of the pension force. The building was a death trap and should have been repaired or vacated.

Cleveland as Arbitrator.—Pres. Cleveland has agreed to act as arbitrator between Brazil and Argentine on a boundary question between those two countries. Representatives of the two governments will meet in Washington. The question at issue is whether the province of Parana belongs to Brazil or Argentine. The province was controlled by Brazil for a hundred years or more in 1887 Argentine claimed it, and since then it has been in dispute.

Another Transcontinental Line.—A great event of the past summer was the opening of a line of railroad from St. Paul and Minneapolis to the cities of Puget sound between the Canadian Pacific and the Northern Pacific. It would not be strange if there should be connected with this road a line of steamers to Japan, China, and Australia.

Reciprocity with Canada.—A convention was held in St. Paul for the promotion of reciprocity with Canada. The sentiment of representatives of both countries was that there should be such an arrangement as would promote the largest and most profitable intercourse.

Women Voters in Michigan.—In this state women have been given the ballot for municipal and other local purposes—a reading and writing qualification being incorporated in the law.

A Receiver for the Erie.—For years the Erie Railroad Company has been known as a heavy borrower of money. In August it reached a point where small current accounts could not be paid and on petition of the management a receiver was appointed.

Ship Canal Wanted.—The board of trade of Cincinnati has sent a communication to the Toledo city council favoring the building of a ship canal between the two cities. The route suggested includes the beds of the Maumee and Miami rivers.

A Samoan Chief Dead.—The Samoan leader, Mataafa, fell recently in a battle against the forces of the king, Malietoa.

A Great Admiral's Statue.—A bronze statue of Admiral Farragut has been unveiled in Marine park, South Boston. It represents the great admiral as he appeared when, lashed to the shrouds, he forced his way on the flagship *Hartford* into Mobile bay, doubly guarded by fortifications and Confederate war-vessels, and still further protected by torpedoes.

A Royal Wedding.—The marriage of the Princess May to the Duke of York, the prospective heir to the British throne, occurred in July.

To Explore the Ocean Bed.—An inventor has laid before the navy department of the United States a design for a submarine punt on wheels, that shall traverse the sea's bed with a crew in the hold of it. If his plan will work countless treasures can be collected from wrecks of galleons, transports, merchantmen, steamships, and other vessels.

The Army of the Potomac.—The Society of the Army of the Potomac held its annual meeting in Boston. Gov. Russell welcomed the visitors to Boston, Gen. Horace Porter responded, and Richard Watson Gilder contributed the poem. The new president of the Society of the Potomac is General Nelson A. Miles, a Boston boy who went out as a Union volunteer in 1861, and now ranks as a major-general in the regular army.

A Statue of Garrison.—A statue of William Lloyd Garrison, the pioneer abolitionist was unveiled in Newburyport, July 4. Garrison lived to see slavery go down in blood and flame and former enemies of himself and his cause turned into firm and appreciative friends.

Science and Industry.

Uniting the North Sea and the Baltic.—A notable ship canal upon which the work is now in progress is that across Sleswick-Holstein from the mouth of the Elbe to Kiel. The first stone was laid with imposing ceremonies by Emperor William June 3, 1887, and it is expected that the work will be completed by 1895. The total length will be sixty-one English miles, the width at the water line 197 feet, and at the bottom, at the toe of the slopes, seventy-two feet; the total depth is nearly twenty-eight feet. Two of the largest Baltic merchant vessels will pass each other without difficulty. Special passing stations have, however, also been arranged at intervals, similar to those on the Suez canal. The passage through this canal instead of around the coast of Denmark will save much time, and besides it will be much safer.

A Cape Cod Canal.—A corporation has been organized to cut a ship canal through the neck of Cape Cod. Ground will be broken this autumn. The Bass river route, through Yarmouth and Dennis, is abandoned in favor of that from Buzzard's bay through the town of Bourne to a point in Cape Cod bay. The canal will be 23 feet deep at average tide, 90 feet wide at the bottom, and 300 feet at the top. This will make a shorter and safer route from Boston; ships hug the shore and avoid the exposure to the storms of the open Atlantic in going around the toe of Cape Cod. Ships can afford to pay the tolls, and the tolls will re-imburse the company.

Rapid Photography.—An object traveling at the rate of 10,000 miles an hour can be photographed by means of the electric spark, while, if a revolving mirror is introduced, objects traveling at the enormous speed of 180,000 miles an hour can be taken. To photograph the latter class of objects, the mirror, which is worked by electricity, must revolve 1,024 times every second, which gives a speed a hundred and fifty times greater than that of a bullet. Thus the amateur who takes a snap shot with his instantaneous camera is, unknown to himself, working a miracle.

Refrigerator Ships.—In the cold-air freezing machines now employed on board ships for the transport of meat from Australia, New Zealand, and America, the meat is placed in large chambers, the walls of which are double, the interspace being filled with wood charcoal as a non-conducting material. A jet of intensely cold air is delivered into the chamber at each stroke of the piston of the expansion cylinder, and the temperature of the chamber is thus kept at or near the freezing point during the whole voyage.

A Hempen Coat of Mail.—A light coat of mail has been made of rings fastened upon an inner skin, composed of hemp driven into a thick and compact substance by excessive pressure. The shirt, owing to its elasticity, is impenetrable to any rifle now used, the bullet falling off from it flattened or in pieces, and this at a distance of 100 yards. The blow inflicted by the weight of the bullet is, of course, tremendous; so severe that it is doubtful if the front of the leg can be protected from fracture, any more than it could be from the kick of a horse; but over the body the hemp does not break the skin, and the soldier so hit, though he might be knocked senseless for the moment, would survive as an unwounded man. The hemp, in fact, gives way to the impact of the bullet without tearing, just as a bag of sand does, and, so to speak, lets the force of the blow through without letting the bullet itself. This discovery may revive the practice of carrying shields, as many of the warrior races in Asia still do to-day.

Photographic Telescope.—A great photographic telescope has just been completed by Clarke for the Harvard college observatory. The object glass is like an ordinary portrait lens, but is two feet in diameter, with a focal length of eleven feet. It is four times as powerful as the thirteen-inch lenses that are now engaged in charting the heavens, and the compound lens enables it to cover an area five times as large; i. e., in five minutes it will photograph stars as faint as the older instruments could reach in twenty, and will take in five times as large a portion of the sky.

Where Platinum is Obtained.—Platinum is obtained from the Ural region of Russia, Colombia, California, Oregon, and on the Talameen river in British Columbia. It is used in the manufacture of incandescent electric lamps, in making stills for the concentration of sulphuric acid, for wire to fasten artificial teeth to the plates, and in chemists' crucibles, jewelry, etc.

The Newspapers of China.—The oldest Chinese newspaper is the *Pekin Gazette*, which was established 740 B.C., being printed at first on engraved wooden blocks, but movable characters cut in wood are now used. The official edition of the paper is printed in this manner. The second edition is printed on waxen plates on which the characters are engraved, and the third edition is in manuscript. Until about twenty years ago it was the only newspaper published in China. Since then the English have co-operated with the Chinese in the publication of five other journals. The *Chen Pai* of Shanghai is a weekly journal, the engravings of which are done in Chinese style in our line.

Geographical Notes.

Exploring Iceland.—Iceland, though early famous in song and adventure, is even yet in the interior little known. Herr Tharadddon recently detailed before the Berlin Geographical society the means by which he discovered a group of lakes west of the glaciers of Vatna Jokull. The interior is uneven, and over wide spaces barren, making travel by horse-back difficult. There are no roads, and he was obliged to spend five hundred days in the saddle to obtain a knowledge of the inland region.

The High Atmosphere.—Beyond 29,000 feet above sea-level, the height reached by Glaisher, in 1862, man has never been able to navigate the air. Various problems concerning the region farther away—such as the temperature, the pressure, the quantity of moisture, the composition of the air, etc., have attracted the attention of physicists. A French scientist has been sending up from Paris a series of light balloons having a capacity of from 100 to 200 cubic inches. These have a card attached requesting the finders to return them to the sender and also a registering apparatus. One of these lately found had attained a height of 30,000 feet. It is expected that the secrets of the air at a height of at least 40,000 feet will be discovered.

Prehistoric Temple Found.—The country between Yuma and San Diego is an arid and trackless waste. Several weeks ago several old prospectors started out in this region in search of the Peg Leg mine. At the northern spurs of the Cocopa mountains they found a granite and porphyry formation which gave promise of bearing gold. After encamping they noticed something in the distance rising from the sand-drift, and going to the spot they found the ruins of an immense temple, with parts of the walls and many of the pillars still standing. The architecture was of a prehistoric type. Though deeply buried in sand, the walls and pillars rose eighteen feet above it. The wall was built of large cut granite blocks, accurately joined and laid one upon another without cement. The pillars were in the form of the rattlesnake and surmounted by huge rectangular blocks of granite. The carvings were of serpents' heads. In size the temple was 460 by 260 feet. The "find" is claimed to be of great historic value, and will require much excavation.

The Tallest Trees.—It is said that the tallest trees in the world are found in the gullies of Victoria. The finest tree in the world is said to be the Agassiz, one of the *Sequoia gigantea* thirty-one feet in diameter, nearly three hundred feet in height, and of remarkable symmetry. At the Paris exhibition of 1878, there were shown no fewer than 2,530 specimens of wood from India, belonging to 906 species and 432 genera. And a more recent exhibition, that held in Edinburgh in 1884, showed the glories of the Japanese woods, and those of the Andaman and Nicobar islands.

Weather Map of the Ocean.—The weather bureau, in its published charts, comes down to the sea. Then the hydrographic office of the navy takes up the work, and for the benefit of the navigators of the Atlantic ocean, gathers regularly and systematically facts which, collected in what is known as the *North Atlantic Pilot Chart*, give the seafaring men one of the most valued publications issued by any nation on earth. To the division of marine meteorology in the hydrographic office come regular reports from more than 2,500 vessels of every nation. There is not a flag afloat from whose representatives records are not received. To all vessels, forms and envelopes are furnished free of charge, and every aid is given to render as light as possible the task which they undertake. On these meteorological forms, as they are called, are recorded by the observers the direction and the force of winds, the figures shown by barometer, thermometer, and so on, as they are each day at noon. The date and place of running into and leaving fog; the exact locality of icebergs or floating ice seen during the voyage; every wreck, every buoy adrift, and all unusual things floating in the water which might injure a vessel striking them are also located as accurately as possible. If the vessel's commander tries to lessen the danger from waves by the use of oil on the water—a means of safety which is much encouraged—his experience is recorded on a form especially printed for that purpose.

Eruption of Colima.—The great Mexican volcano of Colima is again in a state of eruption as it was about this time last year, and the earthquake shocks consequent upon its activity have once more raised consternation in the state of Jalisco. This volcano is more dreaded than any other upon the American continent, and the people living within its range yet entertain an old superstition that the world will be destroyed by it. It was supposed to be extinct for a long term of years prior to 1869, when it began to smoke, and poured forth vast quantities of pumice stone intensely heated. Since that time its eruptions have been numerous and alarming, and in recent years large numbers of people have removed from its vicinity. It has not often created greater apprehension than that which now prevails. Its mouth is in the clouds, more than two miles above the adjacent plain.

New Books.

The publication of a book on *Greek Prose Composition*, by President William R. Harper, of Chicago university, and Prof. Clarence F. Castle, of the same institution, will be of interest to teachers of the classics. The book was the outgrowth of a belief that Greek prose composition is not an end to be sought for its own sake, but a means of learning the Greek language, that through it the treasures of literature may be unlocked. The plan here laid down of teaching this subject was adopted because it stimulates observation and investigation. The problems contained in the exercises will raise questions which must be settled by reference to the text; facts will thus be observed; conclusions will be drawn to be verified or disproved by reference to authorities. Composition, the authors hold, should begin with the first page of Greek which is read, and should be a daily exercise, in some form or other, until the principles are mastered. Then it should give place to rapid and extensive reading, emphasizing history, literature, and life. "The teachers of the ancient classics must revive old Rome and restore the glory of Athens or yield the stage to other performers." There is no question that the method laid down in this book, if faithfully pursued, will give highly gratifying results. (American Book Co., New York, Cincinnati, and Chicago.)

A. B. Nicholas, of Harvard, has edited and annotated *Die Erhebung Europas gegen Napoleon I.*, by Heinrich von Sybel, a series of three lectures delivered by this noted historical student and author. He takes the Prussian view of the struggle. The lectures are entitled "The Uprising in the Peninsula," "The Struggle in Austria," and "The War of Liberation." Philological and grammatical comment has been reduced to a minimum. The historical notes will make clear many points that would otherwise be obscure to the generality of readers. There is also a well-prepared chronology and other useful features. (Ginn & Co., Boston. 66 cents.)

Simplicity and Fascination, a story by Anne Beale, is full of interest on account of its natural and vivid pictures of life, the excellence of the plot, the carefulness with which the characters are drawn, and the brightness of the dialogues. It is No. 25 of the Good Company stories, which contains many other novels of merit. (Lee & Shepard, Boston. 50 cents.)

Our federal constitution, though by no means perfect, embodies so much political wisdom that it has elicited the admiration of the civilized world, and several republics that have been formed since its adoption have been modeled closely after it. While it is a reasonably perfect instrument, the necessity for brevity rendered necessary the use of phrases that leave the meaning of the framers somewhat in the dark. To get the full signification of these one must read them in connection with the speeches of the framers in the constitutional convention. The remarks of Washington, Franklin, Pinckney, Morris, Mercer, Mason, Madison, Hamilton, and others are full of meaning and throw much light on obscure parts of our constitution. These debates lasted

from May 1787, to September 17, of that year. Mr. Madison's report of the discussion makes a large octavo volume of over 800 pages, and shows that the statesmen of that day were as voluminous talkers as those of the present. But the revolutionary statesmen, at least, had a large subject to talk about. A special edition of the *Journal of the Convention*, kept by James Madison, reprinted from the edition of 1840 (which was published under direction of the United States' government from the original manuscript), with a complete index added by E. H. Scott, specially adapted to this edition, has just been issued. It is a volume of the utmost interest and value to students of the constitution and investigators of subjects connected with American history. (Albert, Scott & Co., Chicago. \$5.00 net.)

Some Passages in the Practice of Dr. Martha Scarborough, by Helen Campbell, is a story with a purpose, and one withal in which the characters and incidents are decidedly interesting because they are plainly taken from life. The heroine of the story is the young daughter of a country physician and accompanies him frequently in his tours among his patients. The good doctor is a philanthropist as well as a physician, and does his best to have people follow his common sense medical advice and thus be healthier and happier. The book makes pleasant and profitable reading. (Roberts Brothers, Boston. \$1.00.)

That excellently edited series of books, The Students' Series of Latin Classics, contains *Horace's Satires and Epistles*, edited on the basis of Kiessling's edition, by James H. Kirkland, Ph.D., professor of Latin in Vanderbilt university. The editor has not attempted to translate Kiessling's commentary, and this edition will be found to differ not infrequently from his, both in text and notes. The purpose has been to supply the student more liberally than has heretofore been done in American editions with such information as is needed for the full understanding and enjoyment of the author. Besides Kiessling, whose edition has received such unstinted praise from scholars, the editor had at hand and used freely nearly all the principal editions of Horace. The introduction is biographical and critical, and, in addition, contains some very valuable information on pronunciation, forms, words, phrases, etc. The works of Horace contain a better picture of Roman manners and customs than is anywhere else to be found, and for this reason they will always be studied and admired. Professor Kirkland then should have the thanks of students for furnishing so much well arranged material for their study. (Leach, Shewell & Sanborn, Boston. \$1.20.)

THE SCHOOL JOURNAL is published weekly at \$2.50 a year. To meet the wishes of a large majority of its subscribers it is sent regularly until definitely ordered to be discontinued, and all arrears are paid in full, but is always discontinued on expiration if desired. A monthly edition, **THE PRIMARY SCHOOL JOURNAL** for Primary Teachers is \$1.00 a year. **THE TEACHERS' INSTITUTE** is published monthly, for those who do not care for a weekly, at \$1.00 a year. **EDUCATIONAL FOUNDATIONS** is a monthly series of books on the Science and Art of Teaching, for those who are studying to be professional teachers, at \$1.00 a year. **OUR TIMES** is a carefully edited paper of Current Events, at 30 cents a year. Attractive club rates on application. Please send remittances by draft on N. Y., Postal or Express order, or registered letter to the publishers, E. L. KELLOGG & CO., Educational Building, 61 East 9th St., New York.

Easy to Take

and keep
the system in
Perfect Order.

AYER'S CATHARTIC PILLS

A specific for
Headache
Constipation, and
Dyspepsia.
Every dose

Effective

A Candy Whale

may be hugely sweet,

and very expensive; but it really isn't a practical sort of a fish. The marvelous things of life have their place; but not in the front file of every day business.

A Maine man says: "I keep my hundred dollar watch at home to look at, and carry a new quick-winding Waterbury, which keeps just as good time."

Wise man. He knows what it costs to keep a fancy watch in repairs; so do you; if you own one. LEAVE IT AT HOME.

Your jeweler sells the new quick-winding Waterbury; all styles and cases; jeweled works, stem-winding. \$4 to \$15.

40

CHOCOLAT MENIER



Not as a
Confection,
but as a
Drink,
imparting strength,
aiding digestion, is

Chocolat - Menier most effective.

Not a narcotic, like Tea, Coffee, or Cocoa, but a strengthening, unadulterated FOOD.

Cocoa & Chocolate
ARE NO MORE TO BE COMPARED WITH
EACH OTHER THAN
Skimmed Milk
to Pure Cream.

Pamphlets giving recipes, and sample, by addressing
ASK YOUR GROCER FOR
CHOCOLAT MENIER
Annual Sales Exceed 25 MILLION LBS.
SAMPLE SENT FREE. MENIER, N.Y.
American Branch
Chocolat-Menier
86 W. Broadway,
New York City;
or Menier Bldg.,
World's Fair.

Special Premiums

FOR SEPTEMBER.

Any of the offers below for PRIMARY SCHOOL JOURNAL, can be arranged for the TEACHERS' INSTITUTE, EDUCATIONAL FOUNDATIONS, Each, \$1.00 a year.

We have just published a book entitled

Great Nations of the World.



LATEST PORTRAIT OF QUEEN VICTORIA.
Specimen of those in the book.

It is an indispensable book for the teacher to draw from in giving talks in Geography and History; the successful teacher must do this: It has all the latest facts and something of the history of each country, also of the political parties of England, Russia, Germany, etc., and is

Finely Illustrated

with portraits from the latest photographs of the Kings and Queens. This feature alone is worth the price. As will be seen from the description it is just the book for every teacher, superintendent, principal, or primary teacher. Of course it is as nicely printed and bound as all our books are. Price, 50 cents postpaid.

We want every subscriber to own this book. Though announced but two weeks ago, we have already received single orders for over

500 Copies.

A large illustrated circular is ready, but we advise every subscriber to secure a copy without waiting for it, as

We Guarantee Satisfaction

or money will be promptly refunded. But our subscribers know well the value of our publications. Here is the

Great Offer for September.

(After September it may be withdrawn, so order at once).

1. **TWO COPIES FREE** for one new subscriber to the weekly SCHOOL JOURNAL at \$2.50, sent by an old subscriber. This gives each a copy of the book.
2. **ONE COPY FREE** for one new subscriber to the PRIMARY SCHOOL JOURNAL, at \$1.00 a year; sent by an old subscriber.
3. **RENEWAL PREMIUM.** One copy free to any subscriber to the weekly or monthly who renews during September and sends 15 cents extra. Mention this offer in every case.

Subscribers should always bear in mind the good they will do in placing THE JOURNAL in the hands of other teachers, and thus put them on the high road of success in the school-room.

ANOTHER POPULAR PREMIUM.

Portraits of American Authors

Longfellow.

Bryant

Whittier.

These are excellent fac-simile crayon portraits of large size, 22x28 inches, lithographed on heavy paper and very suitable for framing. But few school-rooms are now without one portrait. Why not have more? Don't look at bare walls any longer. Take up a collection for frames. Neat ones can be made for about \$1.00 each by your own picture dealer or carpenter. We also have other portraits.

Columbus, Gen. Grant, Abraham Lincoln, Gen. Washington, Gladstone, Shakespeare, Tennyson, Beethoven, Handel, Mozart.

Price, only 30 cents each, mailed in strong paper tube. Two for 50 cents or five for only \$1.00. Try to buy five or more at one time. We have other portraits, and shall have ready in October a list of portraits and other things for school decoration. There is a great movement beginning to cover the bare walls where teachers and pupils spend one-third or one-fourth of the year.

OUR OFFER.

Any five of these portraits mentioned sent for one new subscriber to the weekly JOURNAL (\$2.50 a year) or any two for one new subscriber to the monthly PRIMARY SCHOOL JOURNAL (\$1.00 a year). These must be sent by a present subscriber.

AS A RENEWAL premium, if sent during September. (Note this limit.) \$3.00 must be sent for the weekly and 5 portraits and \$1.20 for the monthly and two portraits. So send your renewal and get some portraits almost free.

AIDS FOR PRIMARY TEACHERS.

For many years we have urged that the primary teacher be as well prepared and paid as the teacher of higher grade. The post difficulty is certainly in the primary work. The improvement has been steady each year, but the teachers themselves must take hold. They must read and study up their business. There are books on the principles of teaching and many on methods. Some are of much greater value than others. Many very inexpensive books are very valuable for the suggestions they give. We keep all these books in stock, and shall be glad to advise on the selection of the best.

PRIMARY EDUCATION.

Under this head is Calkins' Object Lessons (\$1.00). Currie's Early Education (\$1.10). DeGraff's Development Lessons (\$1.30). Cultivation of the Senses (45 cents). Gladstone's Object Teaching (15 cents). Grant's Improvement of the Senses (45 cents). Hailman's Primary Methods (60 cents). Johnson's Education by Doing (45 cents). Kilburn's El. Teaching (\$1.30). Parker's Talks (\$1.00). Patridge's Quincy Methods (\$1.50). Perez's First Three Years of Childhood (\$1.30) and Sheldon's two books on Object Teaching (\$1.80) and Elementary Instruction (\$1.20). Prices are net, postpaid. KINDERGARTEN DEPT. is as full and under "BUSY WORK." DRAWING, FORM AND COLOR, LANGUAGE LESSONS, SCIENCE TEACHING, GEOGRAPHY, OBSERVATION LESSONS, scores of books are given, designed especially to help the primary teacher. Our new 100-page Columbian Catalogue, describes all these truthfully and is sent free for the asking.

E. L. KELLOGG & CO., 61 East 9th St., NEW YORK.

Literary Notes.

—Two volumes in the *Stories from Scribner* series remain to be published. They are *Stories from Italy* and *Stories of the Army*.

—R. L. Stevenson's story, *The Adventures of David Balfour*, will be issued soon by the Scribners.

—Three short stories by Henry James are published by the Harpers in a volume with the title *The Private Life*.

—*Philip and His Wife*, the new novel by Mrs. Deland, deals with divorce for incompatibility. It is likely to be begun in the *Atlantic* for October, and will afterward be issued in book form by Houghton, Mifflin & Co.

Ambitious Teachers.

Teachers should be leaders in every community; their opinion looked up to and respected; and there are very many who long for a larger sphere of usefulness, who are ambitious sure enough, not only to teach and to prove really helpful to all they come in contact with, but to build themselves up in the world financially, physically and any other way. To all who feel this way it will prove of great interest and value to communicate promptly with B. F. Johnson & Co., Richmond, Va. Be sure to mention the fact that you are a teacher.

—An East Indian edition of the *Story of the Nations* series has been undertaken by the tutor of the Prince Gaikwar of Baroda at the national expense. The volumes on Egypt, Persia, and Turkey have already appeared in the Marathi and Grijarati tongues. It may be that the Heroes of the Nations series will also be translated.

—*The Amazon Land*, adaptations from Brazilian writers, with original selections, by Martha F. Sesselberg (Putnam's), gives glimpses of life along the great river where mandolins twang and fandangos, festas, and other tropical jollifications are constant.

—*Temperance in all Nations: A History of Causes* (The National Temperance Society and Publication House), is a large volume, devoted to the history of twenty-five national and international societies in North America and thirty in Great Britain, Ireland, Europe, and Australia.

During the Teething Period.

MR. WINSLOW'S SOOTHING SYRUP has been used for over FIFTY YEARS by MILLIONS of MOTHERS for their CHILDREN WHILE TEETHING, with PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN; CURES WIND COLIC, and is the best remedy for DIARRHOEA. Sold by Druggists, in every part of the world. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

—Miss Kate Sanborn, the brilliant author of *Adopting an Abandoned Farm* has written another entertaining book entitled *A Truthful Woman in Southern California*, which will be published immediately in Appleton's dainty Summer Series. Miss Sanborn sketches her experiences at Los Angeles, San Diego, Coronado Beach, and elsewhere, and her sketches of the life as well as the country are invariably original, humorous, and amusing.

—Ginn & Co. issue *An Introduction to the French Language*, a complete course for beginners, by Prof. Alphonse N. Van Daell. This is a complete first-year book, compact and concise and yet full enough to be accurate and thorough.

The St. Denis Hotel

BROADWAY AND ELEVENTH STREET, *
Opposite Grace Church, NEW YORK.

The St. Denis is the most centrally located hotel in the metropolis, conducted on the European plan at moderate prices. It has been recently enlarged by a handsome addition that doubles its former capacity. The new Dining Room is one of the finest specimens of Colonial Decoration in this country. Within a radius of a few blocks from the hotel are all the educational publishers of the city.

WILLIAM TAYLOR, Prop.

HAIR ON THE FACE, NECK, ARMS OR ANY PART OF THE PERSON QUICKLY DISSOLVED AND REMOVED WITH THE NEW SOLUTION



÷.MODENE÷

AND THE GROWTH FOREVER DESTROYED WITHOUT THE SLIGHTEST INJURY OR DISCOLORATION OF THE MOST DELICATE SKIN.

Discovered by Accident.—In Courcouronnes, an incomplete mixture was accidentally spilled on the back of the hand, and on washing afterward it was discovered that the hair was completely removed. We purchased the new discovery and named it MODENE. It is perfectly pure, free from all injurious substances, and so simple any one can use it. It acts mildly but surely, and you will be surprised and delighted with the results. Apply for a few minutes and the hair disappears as if by magic. It has no resemblance whatever to any other preparation ever used for a like purpose, and no scientific discovery ever attained such wonderful results. IT CAN NOT FAIL. If the growth be light, one application will remove it permanently; the heavy growth such as the beard or hair on noses may require two or more applications before all the roots are destroyed, although all hair will be removed at each application, and without slightest injury or unpleasant feeling when applied or ever afterward. MODENE SURPASSES ELECTROLYSIS.

Recommended by all who have tested its merits.—Used by people of refinement.—Gentlemen who do not appreciate nature's gift of a beard, will find a priceless boon in Modene, which does away with shaving. It dissolves and destroys the life principle of the hair, thereby rendering its future growth an utter impossibility, and is guaranteed to be as harmless as water to the skin. Young persons who find an embarrassing growth of hair coming, should use Modene to destroy its growth. Modene sent by mail, in safety mailing cases, postage paid, (securely sealed from observation) on receipt of price, \$1.00 per bottle. Send money by letter, with your full address written plainly. Correspondence strictly private. Postage stamps received the same as cash. (Always write your name and address.) After this advertisement is published.

LOCAL AND MODENE MANUFACTURING CO., CINCINNATI, O., U. S. A.
GENERAL AGENTS WANTED. You can register your letter at any Post-office to insure its safe delivery.

We offer \$1,000 FOR FAILURE OR THE SLIGHTEST INJURY. EVERY BOTTLE GUARANTEED.

LADIES!



Use only

BROWN'S FRENCH DRESSING

on your
Boots and Shoes

The most elegant article of its kind now in use. Will restore the original color and lustre to your shoes. Doesn't soil the skirts when wet. Just as good for Bags, Trunks, Harness, Etc. Does not crack, nor harden the leather. For sale by All Dealers. Lowest priced.

MY WIFE SAYS SHE CANNOT SEE HOW YOU DO IT FOR THE MONEY.

\$12 Buys a \$65.00 Improved Oxford Singer Sewing Machine; perfect working, reliable, with a complete set of the latest improved attachments FREE. Each machine is guaranteed for 5 years. Buy direct from our factory, and save dealers and agents' profits. FREE TRIAL and FREE CATALOGUE.

OXFORD MFG. CO., DEPT. E., Chicago, Ill.

NEW HELPS.

Kellogg's Geography by Map Drawing.

By AMOS M. KELLOGG, Editor of THE SCHOOL JOURNAL. The object of this book is to encourage and aid the teacher in the effort to have his pupils draw geographical forms on the blackboard with readiness and pleasure. The book shows the teacher how to make geography the most interesting of all the studies pursued in the schools. It is the work of one who has done the things recommended. The boys were so delighted that they "drew maps" on the fences as they went home. By this plan the pupils "draw as they talk and talk as they draw." It is profusely illustrated with outline maps. The type is large and clear and the page of good size. Limp cloth. Covers of neat design. Price, 50c.; to teachers, 40c.; by mail 5c. extra.

Upham's Fifty Lessons in Woodworking is a new book that will popularize the manual training idea. Nearly every teacher can begin in so simple a way as the author indicates. Get this new book. Cloth Price, 50c.; to teachers, 40c.; postage 5c.

Love's Industrial Education

is the standard large practical book for teachers on manual training. Price \$1.50; to teachers, \$1.30; postage, 12c.

E. L. KELLOGG & CO.,

61 East 9th Street, NEW YORK.

BEST BOOKS FOR TEACHERS.

Send for our new classified list. Just ready. Includes all the best books to date at teachers' prices. All in stock. Normal Schools and Teachers' Libraries usually buy of us.

E. L. KELLOGG & CO., Educational Pubs., 61 E. 9th St., NEW YORK.

MON. TUES WED. THUR FRI. SAT. SUN.
SAPOLIO
USED EVERY WEEK-DAY BRINGS REST ON SUNDAY.

GET UP ORDERS. ENTIRE NEW DEPARTMENT. A HANDSOME PRESENT TO EVERY SUBSCRIBER.

THE GREATEST INDUCEMENTS EVER KNOWN TO INTRODUCE OUR NEW GOODS

If you enjoy a cup of Delicious Tea send in your orders. 35c. Fine Tea by mail on receipt of \$2 and this "ad." Beautiful premiums given away with \$5 orders and upwards. The most extraordinary bargains ever offered, during the next thirty days. China Tea Sets and Lamps with \$10, \$15, and \$20 orders to introduce our excellent New Crop Teas. Formosa and Amoy, Colong, Congou, English Breakfast, Japan, Imperial, Young Hyson, Gunpowder, Sun Sun Chop and Mixed. Good mixed teas 20c. per lb. Headquarters in United States for Fine Teas. One pound of our tea will go farther than three pounds of trash. Thirty years' national reputation for selling Pure Good Only.

THE GREAT AMERICAN TEA CO., P.O. Box 289 31 & 33 Vesey St., N.Y.

READERS will confer a favor by mentioning SCHOOL JOURNAL when communicating with advertisers.

New and Important to Teachers.

OUTLINES OF ENGLISH LITERATURE.

By WILLIAM RENTON. 12mo. With Diagrams. \$1.00 net.

Full Descriptive Catalogue and Price List of this and many other distinguished text-books in all departments of Education sent free.

CHARLES SCRIBNER'S SONS,

Publishers, Importers, and Booksellers,

743-745 Broadway, New York City.

DO not begin the new school year without introducing some of our new and popular text-books. **HALE'S STORIES FOR CHILDREN** will be sure to please all the little ones of the third and fourth year grades. Dr. Lowell's tale of the search for the Golden Fleece is told in the most fascinating manner and will interest the old as well as the young.

Our best books are too many to be enumerated here. Our latest Catalogue, or Special Price List, or a proposition for introduction and exchange will be sent on application.

LEACH, SHEWELL & SANBORN,

NEW YORK.

BOSTON.

CHICAGO.

THE BAKER & TAYLOR CO., 740 Broadway, N.Y.,

can completely fill at the lowest rates all orders for School or Miscellaneous Books, wherever published, and promptly forward same in a single shipment. Catalogues of and estimates for School and Library Books on application

ST. LOUIS and MINNEAPOLIS are among the many important places that have lately adopted the newly revised edition of

Kellogg's Rhetoric.

This book supplements the development of the science with exhaustive practice in composition. 345 pages, 12mo, cloth. Introduction price, \$1.00.

Illustrations of Style.

A Companion-Book to Kellogg's Rhetoric. Containing selections from British and American authors illustrative of the cardinal qualities of style and of the several kinds of poetry. 100 pages, 12mo, cloth. 50 cents.

The publishers would highly appreciate correspondence regarding the introduction of these books.

MAYNARD, MERRILL, & CO., Pubs., 43-47 E. 10th St., New York.

SILVER, BURDETT & COMPANY, Publishers,

BOSTON. NEW YORK. CHICAGO. PHILADELPHIA.

School and College Text-Books, Music Books,
Maps, Charts, and Books of Reference,
Miscellaneous Books, Religious Books, Hymn Books.

Special terms for introduction of text-books. Catalogue mailed to any address.

Charles De Silver & Sons, No. (G) 1102 Walnut St., Philadelphia.

Publishers of Hamilton, Locke & Clark's "INTERLINEAR CLASSICS"

"We do amiss to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.
Virgil, Caesar, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis, each to teachers for examination, \$1.50.
Clark's Practical and Progressive Latin Grammar: adapted to the Interlinear Series of classics, and to all other systems. Price to teachers for examination, \$1.00.
Bergant's Standard Speakers, Frost's American Speaker, Pinnock's School Histories, Lord's School Histories, Manasco's French Series, etc.
Sample pages of our Interlinears free. Send for terms and new catalogue of all our publications.

PARALLEL EDITION of the CLASSICS

Consisting of the Originals and Translations arranged on opposite pages.

- | | |
|---|--|
| 1. The First Four Books of Caesar's Commentaries. | } Each 12mo.
Cloth.
By mail, \$1.00. |
| 2. The First Six Books of Vergil's Aeneid. | |
| 3. Select Orations of Cicero. | |

Special Offer.—To any Teacher sending us \$2.50 we will send a set of the above three books, by mail postpaid.

A. LOVELL & CO., No. 3 East 14th St., New York.

CHRISTOPHER SOWER CO.,

Late Sower, Potts & Co., PHILADELPHIA
THE NORMAL EDUCATIONAL SERIES.

Dr. Brooks' Normal Mathematical Course.

1. Standard Arith. Course, in Four Books.

2. Union Arith. Course, in Two Books combining Mental and Written.

Brooks's Higher Arithmetic.

Brooks's Normal Algebra.

Brooks's Geometry and Trigonometry.

Brooks's Plane and Solid Geometry.

Brooks's Philosophy of Arithmetic.

Manuals of Methods and Keys to the above.

Montgomery's Nor. Union System of Indust. Drawing.

Lyte's Bookkeeping and Blanks.

UNIVERSITY PUBLISHING CO.,

Educational Publishers,

43-47 East 10th St., NEW YORK.

Please send for catalogue and price list.
Correspondence solicited.

Prose Dictation Exercises from the English Classics with Hints on Punctuation and Parsing. By mail 30 cents. (Ready August 15th.)

Common Words Difficult to Spell. A graded list of 3500 words. Adopted by the best schools and business colleges. By mail 24 cents.

JAMES H. PENNIMAN, 4332 Sanson St., PHILADELPHIA, PA.

The BENN PITMAN System

Of Phonography, as taught to hundreds of pupils at the famous Pratt Institute, Brooklyn, by N. P. HERRLEY, the well known Stenographer, may now be obtained. Lessons definite and uniform; peculiarly adapted for class and self instruction. In lesson sheets, \$1.00; book form, \$1.25. Sample copy, a half price; examination copy to teachers, FREE. Address: L. H. BIGLOW & COMPANY, Publishers, 65 Broad Street, New York.

SHORTHAND.

The Report of the Commissioner of Education for 1893 says: "It will be seen from the statistics of instruction in shorthand in the United States, that the system mainly followed is that of ISAAC PITMAN." "The Phonographic Teacher" (18c.) and "Manual" (40c.) on receipt of price. Adopted by the New York Board of Education. Alphabet free. ISAAC PITMAN & SONS, 3 E. 14th St., N. Y. TAKE LESSONS (day or evening) at Isaac Pitman's Metropolitan School of Shorthand and Typewriting, 95 Fifth Ave., cor. 17th St. Circulars free.

3d Annual Patriotic Elec-

tion will be held in the 22 schools of Children's Aid Society of New York City.

November 6, 1893. 6,000 Voters.

Send for explanatory circulars.

Col. Geo. T. Balch, 33 E. 22d St., N. Y. City

THE ART STUDENT, \$1.00 a year.

ERNEST KNAUFF, Editor. Eleven numbers now ready. No free sample copies. For introduction, 3 numbers for 25 cents. Address 142 West 23d St., N. Y. Vol. 1. Bound in Cloth (Nos. 1 to 6), sent postpaid for \$1.00.

Mass., Boston, 162 Boylston St.

HELEN F. BLANEY, Director.

Union Institute of Arts.

For Fine and Industrial Art Education. Also Normal Art Lessons, for Public or Private Schools, given by mail—Circulars.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.